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ABSTRACT

With 1993-94 and 1994-95 Perkins tech prep funds, Lee College, in cooperation with a consortium and local schools, planned, developed, and validated a school-to-work apprenticeship model for tech prep programs. The other educational partners were the Gulf Coast Tech Prep Consortium and nine high schools in eight area school districts. The School-to-Work Apprenticeship Group, the governing body of the project that replaced the initial advisory committee, worked closely with the Bureau of Apprenticeship and Training to develop a workable system to secure validation. For the second year, one teacher from each partnership school worked with local business and industry to develop apprenticeship opportunities. The Goose Creek school district implemented a law enforcement program for the 1994-95 school year. Teacher/instructor development activities included worksite tours, curriculum writing workshops, and summer internships for high school and college instructors. DACUMs (Developing a Curriculum process) were completed in law enforcement, process operator, and secretary. The law enforcement curriculum was implemented, evaluated, and revised. Skill competencies were developed and verified for 10 additional occupations. (The 27-page report is accompanied by these appendixes: 19-item bibliography; apprenticeship standards; outline and materials for inservice training; recruitment brochure; competency lists/profiles rating forms; curriculum; evaluation forms; law enforcement tech prep packet; and competency profiles.) (YLB)

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School-to-Work Apprenticeship

Lee College
Baytown, Texas

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1993-1995

Project Manual
June 1995

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LEE COLLEGE
SCHOOL-TO-WORK APPRENTICESHIP

A 1993-95 MODEL PROJECT
FUNDED THROUGH

SUPPLEMENTAL ACTIVITIES TO SUPPORT
TECH PREP ASSOCIATE DEGREE PROGRAMS THROUGH
CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Submitted through Tech Prep, Category 1700:
Tech Prep Supplemental Activities

The request for proposal established the following guidelines:

Consortia may apply for funding to develop and validate a school-to-work apprenticeship model for Tech Prep programs which emphasizes youth apprenticeship and which results in a post-secondary apprenticeship certificate (with or without the award of an associate degree) defined by business, industry, and labor. The project must coordinate with other youth apprenticeship initiatives in Texas.

LEE COLLEGE

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TABLE OF CONTENTS

PART I.	Need for the Project	1
PART II.	Project Goals and Objectives	4
PART III.	Project Activities	12
PART IV.	Evaluation and Summary	26
APPENDIX I.	Apprenticeship Standards	30
APPENDIX II.	Outline and Materials for In-Service Training	57
APPENDIX III.	Recruitment Brochure	66
	Participating Area Employers	
	List of Apprenticeship Occupations	
APPENDIX IV .	Competency Lists/Profiles	71
APPENDIX V .	Curriculum	78
APPENDIX VI .	Evalution Forms	124
APPENDIX VII .	Law Enforcement Tech Prep Packet	133
APPENDIX VIII.	DACUM's	149

PART I: NEED FOR THE PROJECT

At the age of 16 the average German - or Austrian, or Swiss, or Danish - young person begins the transition to adulthood: leaving compulsory secondary school and entering the world of work. This workforce learning is designed to gradually replace classroom learning. Occupational and communication skills are stressed and therefore achieved. As a result, other countries are producing high-skilled workers who are prepared for economic competitiveness.

In contrast to this, the average American 16 year old has either dropped out of school or is "hanging-on" in an unfocused school program and working in a nonsignificant part-time job that is unrelated to a real world career. Unfortunately, a majority of the students "hanging on" will succumb to the lure of making what they consider "real money" and drop out of school. This is compounded by the fact that society has not offered much of an alternative. After moving from one low paying job to another, they might eventually in their late twenties find steady employment. But the few skills they have acquired will never allow them a high paying job.

The typical high school program is designed for students planning to complete a four year college degree. But over 30% of all high school students drop out before graduation. Only 50% of those remaining enroll in four year institutions and only half of them graduate with a baccalaureate degree. Therefore, the high school program is designed for only one out of every five high school students (U.S. Department of Labor, 1994).

Workplace skills of students not planning to pursue a four-year degree are generally ignored. Students are guided by counselors to take the less rigorous route through school. Challenges in their academics are minimal and occupational skills are generally overlooked. Thus with the non-college bound student graduates, decent wage jobs are usually unobtainable. It is estimated by the year 2000 only 20 percent of jobs will require a four-year degree. However, the remaining 80% of jobs are critical to our economy and our future. The vast majority of these jobs -- and practically all jobs providing good earnings -- will require a better

foundation of academic skills than our high schools now provide graduates and some form of significant learning beyond the twelfth grade (U.S. Department of Labor, 1994).

Business and industry are also guilty of neglecting the non-college bound high school graduate. As a rule they prefer to hire "college dropouts" in their mid 20's who have matured and have some work experience. According to the Commission of the American Workforce, 90% of employers surveyed ignore high school diplomas, believing graduates to be no better qualified than dropouts, and 98% never examine high school transcripts, believing the coursework to be irrelevant to their needs (Magaziner,1990). If eighteen year olds are ever going to be seriously considered for high paying, entry-level positions, schools will need to communicate with business/industry about the skills that are needed for today's and tomorrow's labor markets. There must be a close relationship between these two entities.

To be competitive in a global economy, America must develop a highly skilled, technical workforce. All of our young people need the skills and training to move from school into the workplace. Tech Prep and School-to-Work Opportunities -- methods for education which require cooperation among secondary and post-secondary schools and business and industry to develop a sequence of coursework and workplace experience from high school through the community college to prepare students for the technical jobs of the twenty-first century -- has expanded rapidly across the country within the last few years to address the needs of students and industry.

Youth Apprenticeship is an educational opportunity that greatly enhances job preparation and future educational initiatives for many of today's youth. Apprentices are provided with on-the-job training and related academic classroom instruction. It is proven that when students see how a subject they are studying relates to a specific job, they become motivated to learn. Another aspect of youth apprenticeship is apprentices earn while they learn. Wages increase with skill levels, thus motivating the apprentice to learn. It is also a means for schools and businesses to work closely together to provide the entry level skills needed in today's workforce.

The 170,000 residents of the area served by Lee College reflect the national norm for needs of workforce development. The high school drop out rate remains near 35%, the unemployment rate has exceeded national and state averages for the past decade, and yet local employees are constantly seeking skilled workers for their staff turnovers. The area seemed an ideal location for the development and implementation of a school-to-work apprenticeship program.

PART II: PROJECT GOALS AND OBJECTIVES

With 1993-94 and 1994-95 Perkins Discretionary Tech Prep Supplemental Funds, Lee College, working with the Gulf Coast Tech Prep Consortium and nine area high schools in eight area school districts - Goose Creek CISD, Barbers Hill ISD, Liberty ISD, Tarkington ISD, Hull-Daisetta ISD, Dayton ISD, Anahuac ISD, and Hardin ISD - planned, developed, and validated a school-to-work apprenticeship model for Tech Prep programs. The School-to-Work Apprenticeship Group, the governing body of this youth apprenticeship project, have worked closely with the Bureau of Apprenticeship and Training to develop a workable system to readily secure validation by the Bureau of Apprenticeship and Training for multiple occupations, for multiple schools, for multiple training sites, and for all interested, eligible students. These educational partners worked closely with local business and industry and the Gulf Coast Quality Workforce Planning Committee to establish the needed competencies for work and the curriculum for training at both the work site and in the classroom. This project was designed to develop quality training that produces the desired skill outcomes for both students and employers.

This program was designed to provide students with:

- career development activities for middle school and early high school students
- a clear, logical sequence of high school coursework to prepare students for acceptance as an apprentice in business or industry
- youth apprenticeship placement for students at the 11th or 12th grade level
- full apprenticeship employment upon graduating from high school

- related post-secondary coursework part time at the community college level culminating in a certificate and/or associate of applied science degree

- certification upon completion of the full apprenticeship program

Each occupation requires a different sequence of career development, work experience, and different related instructional activities (See Example sequence on following page). This sequence would be appropriate for a 12th grade youth apprenticeship in occupational fields where part-time employment of youth is feasible. Many apprenticeship programs may be able to start part time employment in the 11th grade; still others, especially in petrochemical and other hazardous occupations, not until after high school graduation.

Specific objectives for this program included:

Objective I - Identify apprenticeable jobs within local business and industry. Secure commitments from employers to provide apprenticeship opportunities for youth and recent high school graduates.

Activities included:

- Presentations to local business and industry
- Brochures outlining the program
- Development of local advisory committee
- Meeting with employers from listed jobs to determine interest
- Securing commitment to participate from employers

Deliverables:

- Recruitment brochure
- List of participating area employers
- List of apprenticeship occupations

Objective II - Conducting professional development for teachers, counselors, and administration to help them become more familiar with the needs of the modern workplace and to enable them to teach the required skills more effectively.

Activities included:

- Teacher/instructor workshop on general apprenticeship information
- Workshops for teachers/instructors on curriculum development
- Provide teachers/instructors/counselors with worksite experience
- Plan and implement worksite tours with local business and industry
- Develop mentoring partnerships between industry and teachers

Deliverables:

Outline and materials for teacher/instructor in-service training on School-to-Work Apprenticeship

Objective III - Identify the basic academic and technical skills needed for successful entry into apprenticeships within career fields (grades 9-12). Establish industry skill standards for school-to-work apprenticeships, linking them to national and state skill standards.

Activities included:

Conduct DACUMS as needed
Verify skill competencies by local business and industry
Develop classroom curricula to meet the needs for academics, theoretical and technical skills
Develop apprenticeship on-the-job skill development program
Use curricula in the classroom setting
Evaluate and revise curricula as needed

Deliverables:

DACUM charts for identified occupations
Curriculum outline for law enforcement apprenticeship program
Skill competency lists for all identified occupations
Classroom curricula

Objective IV - Improve career awareness and development of students and their parents so students will consider apprenticeship as a viable educational opportunity. Provide preparatory coursework at the high school level that will equip students to enter the apprenticeship program at the 11th, 12th, or 13th grade.

Activities included:

Develop and implement career awareness activities for elementary, middle school and high school levels

Classroom presentations by Craftsmen trained through apprenticeships
Teach academic subjects with applications

Deliverables:

Recruitment video developed locally
More than 75 students enrolled in 1995-96 Apprenticeship programs at 5 high schools in 11 occupations

Objective V - Establish a system for documenting basic skills of students to employers who will use the information for hiring decisions. Develop procedures to assess and certify the skills of those who complete each stage in the apprenticeship training.

Activities included:

Develop authentic assessment tools that would effectively measure a student's academic and technical competencies to enter each level of apprenticeship and then communicate that assessment to employers

Deliverables:

Competency profile checklists
Classroom and worksite assessment materials

Objective VI - Secure validation of the apprenticeship program with the U.S Department of Labor Bureau of Apprenticeship and Training.

Activities included:

Submit Tech Prep School-To-Work Apprenticeship to the Bureau of Apprenticeship and Training for validation

Deliverables:

Apprenticeship Standards approved by the Bureau of Apprenticeship and Training

Objective VII - Develop one or more school-to-work apprenticeship programs as a Tech Prep model and obtain approval for each new program or revision from the Tri-Agency (Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce).

Activities included:

Submit the school-to-work apprenticeship certificate or AAS program with Tech Prep option to the Tri-Agency for approval

Deliverables:

Approved Law Enforcement Tech Prep Program

Objective VIII - Compile information from this project -- program design, implementation strategies and results -- into a project manual which will be made available to all Texas Tech Prep Consortia interested in replication of this project.

Activities included:

File all evaluation reports, forms, and surveys with the project coordinator

Two conference presentation will be made about the project

Compile project manual

Deliverables:

Presentations at 1995 Texas School-to-Work Conference (Dallas) and the 1994 - 1995 Texas Tech Prep Conference (Austin)

Project manual

In the development of this model program for school-to-work apprenticeship, several of the goal and objectives of the Master Plan for Higher Education: Career and Technical Education were addressed and implemented:

Goal I **Students and Adult Learners**. Meet the needs of Texas for world class education and training, ensuring that all learners acquire the knowledge and skills necessary for success in the workplace and society.

> **Objective I-2** Colleges will implement new linkages among educational systems, particularly regarding the development of Tech Prep programs and other school-to-work transition initiatives.
> **Objective I-3** Colleges will develop and improve program curricula and instructional methods to assure the integration of academic and technical education.
> **Objective I-8** Colleges will work with other education and training providers to assure efficient and effective assessment and referral of students.

This youth apprenticeship program was created to meet the needs of students by providing school-to-work transitions, integrating learning and ensuring job placement for students through skill certification.

Goal II **Business, Industry, and Labor**. Meet the needs of Texas business, industry and labor for an educated and skilled, globally competitive work force.

> **Objective II-1** Support responsive technical education program development and improvement to meet the needs of business, industry, and labor.
> **Objective II-3** Colleges will create methods to inform employers of student learner skills and competencies.
> **Objective II-4** Colleges will increase the input of business, industry and labor.
> **Objective II-5** Colleges will increase private/public cooperative efforts to maximize use of education and training resources.

This apprenticeship model was developed with a close partnership from business and industry who helped set the basic skills needed for entry into the program, establish the skill standards for each occupation and provided on-the-job training leading to career advancement.

PART III: PROJECT ACTIVITIES

The Lee College School-to-Work Youth Apprenticeship Project was funded through Perkins Tech Prep Supplemental funds from July 1993 through June 1995. Implementation of the program began in July 1993.

STAFFING:
The Project Coordinator (replaced halfway through project due to first coordinator's resignation) coordinated the efforts of secondary and post-secondary schools with business and industry in curriculum and worksite experience development; compiled necessary information, and submitted all paperwork for program approval/revision and to the Bureau of Apprenticeship and Training for each occupation and apprentice; and documented the development of the project so that others might replicate its effort (See Page 27 for Project Coordinator job description). Lee College provided office space, equipment and all business office and personnel support for this project.

The Lee College counseling staff was also available to coordinate with school counselors to help students make transitions from high school to college. The Lee College placement office was available to assist students in securing job placements, and the financial aid office was available for students who needed financial assistance.

A part-time clerical staff person assisted with the project.

ADVISORY COMMITTEE:
As soon as the project coordinator was on the job, an advisory committee was formed to provide initial guidance for the project. This committee was composed of representatives from participating schools and business and industry:

Four Lee College representatives from:
- Vocational/Technical administration
- Vocational Faculty

Two school district representatives from:
- Goose Creek Consolidated Independent School District

Six business and industry representatives from:
- Baytown Police Department
- Exxon
- Houston Lighting and Power
- Miles Corporation
- Houston Business Roundtable

One Department of Labor, Bureau of Apprenticeship and Training Representative

One Gulf Coast Tech Prep Consortium representative

One Gulf Coast Quality Workforce Planning Committee Representative

The committee provided guidance with targeted apprenticeable jobs, program content, and program sequencing.

During the 1994-95 year the initial Advisory Committee was replaced by the School-to-Work Apprenticeship Group which is the official governing body for youth apprenticeship programs in this area. This group met all the guidelines established by the Bureau of Apprenticeship and Training:

- the governing body must be comprised of at least 50% business/industry representatives;
- the governing body assures that all Bureau of Apprenticeship and Training guidelines are followed;
- the governing body submits requests for new occupation, new employers, and new apprentices; and
- the governing body serves as mediator for all employer apprentice disputes.

In addition to its legal mandated activities, this group has also assisted the project by serving as spokespersons for the program and by helping recruit new employers and schools to participate. Members of this group include:

Chairman	Linda Ramsey Human Resources, Exxon Plastics
Secretary	Vicki Haberman Vocational Teacher, Goose Creek CISD
Authority to Recieve Complaints	James Licklider Instructor and Project Coordinator, Lee College
	Charles Shaffer Chief of Police, Baytown Police Department
	Zane Wright District Manager, Houston Lighting and Power
	Cary Stockdell Vice-President, Hi-Port, Inc.
	Ken Emery Vocational Director, Goose Creek CISD

EMPLOYER READINESS - After occupations were targeted, gaining commitment from employers to accept youth apprenticeship was the main focus for the coordinator during the first year. Letters were written and meetings with business and industry were scheduled. Recruitment was designed to inform business and industry about the ideas and advantages behind a youth apprenticeship program.

Law Enforcement emerged as the occupation most ready for a youth apprenticeship program. Lee College offers an Associate Degree in Law Enforcement and the Baytown Police Department sponsors a police academy. Working with the Baytown Police Department, the Goose Creek school district implemented a law enforcement program for the 1994-95 school year.

For the 1994-95 project year, one teacher from each of the partner schools was contracted to work with their local business and industry to develop apprenticeship opportunities. Nine area teachers received semester stipends to recruit local employers. These teachers received initial training from project staff to better understand School-to-Work Apprenticeships. They then made one-to-one and one-to-group presentations to employers in their area to familiarize employers with the project and to secure commitment. These efforts secured an initial list of 24 participating employers. (See Appendix III, Objective I Deliverables, p. 69-70).

New listings of apprenticeable jobs was secured and made available to each partner teacher for their use in recruiting employers (See Appendix III, Objective I Deliverables, p. 69-70).

The project staff, with input from partner teachers, created a brochure for recruitments of employers and students. (See Appendix III, Objective I Deliverables, p. 67-68).

Project staff and partner teachers generally found employers very receptive to the idea of School-to-Work Apprenticeships. Employers were very interested in:

- training new employees to their work system and needs;
- acquiring a pool of prospective, skilled employees;
- gaining a commitment from students to complete training and continue long-term with the employer; and
- securing more highly motivated new employees.

In securing these worksite placements for potential apprentices, the project staff and partner teachers encountered hurdles to establishing a full School-to-Work Apprenticeship. Many of these hurdles are external to this local program and must be addressed on a national or statewide level:

- Currently students under 18 cannot work in "hazardous" occupations or in "nonhazardous" occupations at sites considered hazardous. In an area whose economy is concentrated with petrochemicals, this makes establishing school-to-work apprenticeship very difficult.

- Texas Education Agency teacher certification requirements greatly restrict the pool of teachers able to teach related instruction

- Lack of transportation for students from school to worksites limit the number of students able to participate.

- Coordinating school time and work time is difficult. Employers generally prefer students to work 2-3 days each week, but schools cannot adjust to this rescheduling for only a handful of students.

- Some occupations require or recommend licensure and/or certification prior to employment. This precludes on-the-job training in these areas.

- Many labor unions have rejected school-to-work apprenticeships in their occupation.

Lee College and its partner schools will continue this program using local funds. Concerns that the project staff and partner teachers and employers will address in the 1995-96 year are:

- More thorough training of the journeyworker who serves as mentor in a one-to-one relationship with each apprentice.

- More thoroughly addressing the concerns of smaller employers who are hesitant about making long term commitments to students.

TEACHER/INSTRUCTOR DEVELOPMENT

Public school teachers and community college instructors have rarely had extensive business or industrial experience, and those who have had the experience in the past have frequently lost touch with the current world of work. Activities during the 1993-94 year were therefore designed to give teachers, instructors, counselors, and administrators hands-on experiences that enabled them to link classroom instruction to the workplace.

Specific activities included:

1. **Worksite tours** - The purpose of this activity was to allow high school and college instructors the opportunity to meet with persons in business and industry to discuss specific job skill needs. Thirty instructors from the area high schools and college toured and talked with persons from Exxon Refinery, the Baytown Police Department, and BayCoast Hospital. They were able to talk about the specific skills needed to acquire entry level positions in business and industry.

2. **Curriculum writing workshops** - High school and college instructors met together for a curriculum writing workshop in June 1994. Applications from the worksite for math and science were targeted. Emphasis was placed on linkages between the high schools and college curricula.

3. **Summer Internships for high school and college instructors**- Seven high school and three college instructors were placed with mentors in local business and industry to participate in worksite experience internships. Interns were allowed to work 8 hour days for a total of 19 days. This experience allowed instructors to opportunity to work in their area of instruction with participating business and industry in order to bring information gained back to their students. Instructors were asked to design a lesson at the end of their experience that would "entice" an elementary or middle school student to enter the field where they did their internship.

During the 1994-95 year this project was exapnded from one occupation with one employer in one school district to multiple occupations with numerous employers in several school districts. Development efforts could no longer be achieved solely by the project coordinator. Nine teachers - one from each participating school - were contracted for one semeseter to conduct the needed activities in their own school and area. These teachers received group and individual training from the project staff, and the project coordinator visited each participating school several times.

Partner teachers then took leadership roles in acquainting their schools - the administrator, counselors, and faculty - with the school-to-work apprenticeship program. The project staff and the School-to-Work Apprenticeship Group recognized that the program must be flexible to meet the needs of each school and that some schools can implement new programs faster that others. Awareness activites were implemented at each school and all have expressed interest in the project. Five high schools in four school districts -- Goose Creek CISD, Barbers Hill ISD, Anahuac ISD, and Liberty ISD -- will have apprenticeship programs in 1995-96. Other districts plan to initiate programs in 1996-97.

Adapting and augmenting the materials from the Agency for Instructional Technology, The Road to School to Work: A Map for Implementation, project staff developed and delivered faculty in-service activities. This training has been implemented, evaluated, and revised and is ready for broad implementation in area high schools. Please refer ro Appendix 2, Objective II Deliverables for an outline of this training.

During the 1995-96 school year project staff will further develop in-service training activities for both secondary and post-secondary faculties. Project staff, the School-to-Work Apprenticeship Group, and the partner teachers have identified the following concerns that will be addressed for 1995-96 training:

- Providing faculty hands-on experience in business and industry;
- Increasing awareness of apprenticeship training;
- Preparing post-secondary faculty for arrival of school-to-work apprenticeship students in 1996-97;
- Improving faculty skills in gaining needed support and resources from administration, counselors, fellow faculty, and parents;
- Training for faculty to increase employee pool;
- Providing skills for teaching teamwork and for assessing competencies.

CURRICULUM DESIGN AND DEVELOPMENT - The first step in building a curriculum is to clearly define the skills and knowledge needed for entry level employment. Competency and tasks listings for identified occupations were acquired from a variety of sources - V-Tecs, Oklahoma Voc-Tech Curriculum Center, etc... These listings were verified by participating employers. When task listings seemed inadequate, Lee College conducted DACUM's to determine the needed skills and competencies. During the course of this project DACUM's were completed in:

- Law Enforcement
- Process Operator
- Secretary

The law enforcement DACUM was especially useful in establishing the first apprenticeship program and a copy of this chart is included in Appendix VIII, Objective III Deliverables, Page 150.

During the 1993-94 year, curriculum -- both classroom and on-the-job -- was developed for the law enforcement program. Materials for the high school related instruction (equivalent to Lee College courses, Criminal Justice 1301, Crime in America) was secured from Texas A&M University. These materials were adapted to meet the needs of the Goose Creek program where 11th grade students have a 3 hour class each day in law enforcement. Please refer to Appendix 3, Objective III Deliverables, Pages 31 to 56 for full outlines of the Law Enforcement Apprenticeship curricula. This program was fully implemented during the 1994-95 year with seventeen 11th grade students. Currently twenty-four 11th and 12th grade students are enrolled in the program for 1995-96.

During the 1994-95 year two major curricula thrusts occurred -- the law enforcement curricula was implemented, evaluated, and revised and new curricula was developed for each of the occupations to be initiated in 1995-96. As a first step, partner teachers met with employers in each occupation scheduled for implementation in Fall 1995 to develop and verify skill competencies required to entry level workers. Lists of these competencies are included in Appendix 3, Objective III Deliverables, Pages 72 to 77 for the following occupations:

Assembly Technician
Restaurant Management
Medical Secretary
Legal Secretary
Nurse Assistant
Child Care Worker
Housekeeping Maintenance Worker
Apparel and Fashion Designer
Food Production manager
General Business Management

Curricula for related classroom instruction and training outlines for on-the-job skill development for these occupations began to be developed by partner teachers. Through summer externships the partner teachers worked 12 days individually on site at participating employers to identify skill competencies and to develop on-the-job training plans, and 4 days in a group to develop curricula for classroom related academic training. These are included in Appendix V, Objective III Deliverables, Pages 79 to 123.

Needed activities for 1995-96 include:

- Further development and verification of existing curricula;
- Adaption of Lee College curricula to better serve students in apprenticeship programs; and
- Development of curricula for new occupations.

STUDENT PREPARATION - During the project's first year career awareness activities were conducted by the project coordinator to educate students and parents about the youth apprenticeship program. Specific activities included:

1. Visiting 8th grade students and telling them about the Law Enforcement program that would be available to them beginning the 1994-95 school year. Six-year plans were made available to students and their parents. Five junior high campuses were visited with over 200 students participating.

2. Presentations by adult apprentices from Exxon Refinery to juniors and seniors at the career center, discussing their experiences as apprentices.

3. Teaching of math, science, and communications courses using worksite applications to high school students in Goose Creek Consolidated ISD and Barbers Hill ISD. Activities through Lee College helped design these courses to better develop students' basic skills needed for employment in reading, mathematics, science, and communication.

During the 1994-95 year much of the student preparation activities were conducted by the partner teachers, the recruitment brochure was developed by project staff to target employers, students, and parents. This was delivered to partner teachers for use in their school (See Appendix III, Page 67-68).

One partner school, Dayton ISD, with input from Lee College, developed a student recruitment video for Tech Prep and School-to-Work Activities. Copies of this video are available at cost of duplication and mailing.

During Spring 1995, partner teachers worked closely with their school counselors to recruit students for the 1995-96 school year. Currently more than 75 students are enrolled in 11 specific occupation apprenticeship programs at five area high schools.

Project staff and partner teachers have identified the following concerns to be addressed during the 1995-96 year:

- Gaining long-term commitments (i.e. 4 years) from 16 year old students;
- Defining skill requirements for students to enter the program in the 11th grade and developing those skills earlier; and
- Developing work preparedness skills in 16 year olds.

ASSESSMENT - One of the aims of this model apprenticeship program was to increase communication between schools and work so that a student's performance in school has direct influence on his success on the job. This communication leads to the development of a curricula that will better prepare students for work, and it will also help students to see the connection between school and work. To accomplish this connection, the project developed (1) authentic assessment tools to measure the knowledge and skills needed at each level of apprenticeship, and (2) a system for conveying that information about a student's performance in school to his prospective or current employer.

During the course of the project, assessment tools were developed for specific identified occupations. These include classroom and worksite assessment materials and competency profile checklists. These are included in Appendix 4, Objective IV Deliverables, Pages 72 to 77.

The materials for law enforcement were fully implemented, evaluated, and revised. During 1995-96, the assessment tools for other occupations will also be used, evaluated, and revised. Now materials will be developed as needed for other identified occupations.

VALIDATION - The project staff and the School-to-Work Apprenticeship Group worked closely with the Bureau of Apprenticeship and Training to receive full validation for its program. Each governing board must submit a full standards application for its initial occupation for validation. Each subsequent occupation can be validated by submitting only the standards that vary for that occupation. Project staff developed a full package for validation of the initial occupation and the partial package which can be submitted for additional occupations. The Bureau of Apprenticeship and Training staff are so impressed with these applications that they are providing the Lee College forms to other interested groups across the country. These forms, ready for replication by other programs, are enclosed in Appendix I, Objective VI Deliverables, Pages to 31 to 56. Also included are the completed forms submitted to the Bureau of Apprenticeship and Training by this project (pages 31 to 56). As an initial occupation, law enforcement was submitted to the Bureau of Apprenticeship and Training for validation. The program was approved by the Texas office of the Bureau of Apprenticeship and Training and full approval from the national office is expected any day.

As soon as this approval is received, ten additional occupations will be submitted for approval for the 1995-96 students participating in the program.

PROGRAM APPROVAL/REVISION

The goal of this project was to develop one or more occupational programs into full Tech Prep programs by having signed articulation agreements between Goose Creek schools and Lee College, developing six year courses of study for students in grades 9 through 14, obtaining full participation of business and industry in developing the program, and securing program approval through the Tri-Agency Texas Education Agency, Texas Department of Commerce, and the Texas Higher Education Coordinating Board.

All four activities were achieved. Articulation agreements between Goose Creek schools and Lee College were signed for law enforcement; a six-year course of study was developed; full participation in developing the program was provided by the Baytown Police Department; and the program was approved as a Tech Prep program on January 26, 1995.

STATEWIDE DISSEMINATION

Progress, activities, and strategies of this project have been disseminated through regional and statewide conferences including:

1994 Gulf Tech Prep Conferences, Houston
1994 Texas Tech Prep Conference, Austin
1995 Texas School-to-Work Conference, Dallas
1995 Texas Tech Prep Conference, Austin

A proposal has been submitted for national dissemination through the 1996 League of Innovation Conference to be held January 1996 in

Orlando, Florida. Other organizations wishing a conference presentation on the project should contact the project staff.

All the activities and strategies used to develop the school-to-work apprenticeship program have been documented in this project manual by the project staff. This manual will be printed and made available to Tech Prep Consortia throughout Texas and copies will be provided to the Texas State Library.

PART IV: EVALUATION AND SUMMARY

Evaluations conducted by the project staff and the School-to-Work Apprenticeship Group were ongoing throughout this project.

As documented, each activity for each objective was completed and all required deliverables are included in this manual.

The true evaluation of the project is its overwhelming acceptance by employers, faculty, and students. In two short years the program has grown from no participants to more than 75 for the 1995-96 year. It is projected to double that number for the 1996-97 year.

Its impact has yet to be felt at the community college level since its first high school graduates will not be entering post-secondary programs until 1996. But that impact will surely mean more, better prepared students motivated to complete their program of study.

APPRENTICESHIP COORDINATOR
PROPOSED JOB DESCRIPTION

Under the direction of the Dean of Vocational/Technical Studies, the coordinator shall be responsible and provide leadership for all activities related to the school-to-work apprenticeship project.

Duties:

1. Implement approved plan of operation.
2. Execute operation budget per Lee College's fiscal policies and procedures.
3. Prepare and disseminate all requisite reports, correspondence and curriculum materials.
4. Convene and facilitate all advisory committee meetings.
5. Plan, complete, document, and report all evaluation activites.
6. Coordinate all staff and curriculum activities associated with the ap proved plan of operation.
7. Work with the U.S. Department of Labor Bureau of Apprenticeship and Training to secure validation of school-to-work.
8. Work with Lee College faculty and administrators, Goose Creek CISD staff, and business and industry to compile all needed documentation for application packet for program approval/revision.
9. Disseminate project information through presentation and newsletters.
10. Complete and maintain all records of this project. Assure that duplicates are filed in Dean of Voc/Tech's office.
11. Compile activities, evaluations, and reports in a project manual. Make available to other Tech Prep consortia.

Qualifications:

Bachelor's degree in vocational/industrial education or closely related field.
Three years of recent experience in teaching and/or preparation of curriculum and instructional material.
Experience in apprenticeships or school-to-work programs preferred.

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Appendix I

APPRENTICESHIP STANDARDS

Sponsored By:

School-to-Work Apprenticeship Group

Baytown, Texas 77521

(713) 420-4550
(713) 425-6505

Geographic Area Covered by Program:

Baytown, Chambers, East Harris, and Liberty Counties

TO PROVIDE TRAINING IN THE FOLLOWING OCCUPATIONS

(See Appendix A)

Developed in Cooperation With The
Bureau of Apprenticeship and Training
U.S. Department of Labor

AIMS Program No._____

FOREWORD

Apprenticeship Training consists of systematic instruction and experience in all the practical aspects of work in a skilled occupation.

This Apprenticeship Program has been developed to assist in meeting the future needs of companies participating in this program for trained, qualified journeyworkers in the trades identified herein.

The standards and conditions set forth in this document are designed as a guide to both the Employer and Apprentice as an explanation of the operation of the Apprenticeship Program.

The purpose for this Program shall be to:

1. Provide a plan of approved training that will equip Apprentices for profitable employment as skilled workers in their chosen industry.

2. Assure the Participating Employers that a sufficient pool of proficient journeyworkers exists for continued growth and expansion.

3. Provide the Sponsor/Employer (Committee) with the services of the Bureau of Apprenticeship and Training, U.S. Department of Labor in any matter concerning the operation of the program.

APPRENTICESHIP STANDARDS

This Apprenticeship Program is established to promote the orderly, systematic and effective training of Apprentices in the trades set forth in these standards. The operation of the system will be administered by the Apprenticeship Committee provided for in these standards. The Committee shall see that provisions of these Standards, adopted by the participants are observed as uniformly as possible.

Section I

1. *SPONSOR/EMPLOYER:* shall mean a company signatory to these standards.

2. *APPRENTICE:* means a person who has signed an agreement to learn the craft or trade under the provisions of these Standards.

3. *SUPERVISOR OF APPRENTICES:* means the individual(s) designated by the Committee to see that Apprentices are given every opportunity to learn the different trade processes by requiring them to work in all classifications of the trade as shown in these Standards.

4. *APPRENTICE AGREEMENT:* means the written Apprentice Agreement between the Apprentices, the Committee and the Registration Agency as described in these Standards.

5. *APPRENTICESHIP COMMITTEE:* means the governing body of the School-to-Work Apprenticeship Group.

6. *STANDARDS:* means this entire document, including theses definitions.

7. *REGISTRATION AGENCY:* means the Bureau of Apprenticeship & Training, U. S. Department of Labor.

8. *JOURNEYWORKER:* means a skilled person, thoroughly versed in the theory and practice of the trade.

Section II

COMPOSITION AND DUTIES OF THE APPRENTICESHIP COMMITTEE

1. The Committee shall be composed of (7) seven members.

2. Members of the Committee shall serve until their successors are duly selected and qualified. Any vacancy for an unexpired term shall be filled in the same manner as the original selection.

3. A quorum must be present to conduct the business of the Committee. A quorum shall consist of (5) five members.

4. The Committee shall select a Chairman and a Secretary.

5. The Committee shall determine the time and place of regular meetings. Special meetings may be called by the Chairman and/or Secretary. The Committee Secretary shall be responsible for keeping minutes of all meetings.

Section III

EQUAL EMPLOYMENT OPPORTUNITY IN APPRENTICESHIP

The sponsor/employer of these apprenticeship standards subscribe to the following Equal Opportunity Pledge:

> The recruitment, selection, employment, and training of Apprentices during their apprenticeship shall without discrimination because of race, color, religion, national origin, or sex. The Committee will take affirmative action to provide equal opportunity in apprenticeship and will operate the program as required under Title 29 of the Code of Federal Regulations, part 30, as amended.

If five (5) or more apprentices are employed by an individual employer, the Sponsor/Employer will submit a written Selection Procedure and Affirmative Action Plan in conformity with the above regulations.

Section IV

TERM OF APPRENTICESHIP

The term of apprenticeship shall be (see Appendix A) reasonably continuous employment and shall include the probationary period. The Sponsor/Employer may accelerate, by an evaluation process, the advancement of Apprentices who demonstrate unusual abilities and mastery of the occupation, to the level for which they are qualified.

Section V

MINIMUM QUALIFICATIONS

The Sponsor/Employer shall establish minimum qualifications for persons entering the apprenticeship program. All minimum qualifications must be clearly stated and directly related to job performance.

For specific occupations see Appendix A.

Section VI

CREDIT FOR PREVIOUS EXPERIENCE

1. Applicants accepted for apprenticeship may be granted advanced standing as Apprentices, commensurate with their past experience, after their record has been checked and evaluated by the Committee. An Apprentice claiming previous experience at the trade shall be required to furnish Committee substantial evidence of such experience.

2. The Committee may require the Apprentice to take an examination which will cover practical experience and related instruction subjects.

3. An Apprentice admitted to advanced standing shall be paid, upon entrance, the wage rate of the period into which they are placed.

4. Credit must be granted to all applicants in an equal manner.

Section VII

APPRENTICE AGREEMENT

Each Apprentice (and their parent or guardian if a minor) and the Sponsor/Employer (Committee Chairman, Coordinator) shall sign an Apprenticeship Agreement, which shall be approved by the Committee and forwarded to the Registration Agency. The Agreement shall directly, or by reference, incorporate these Standards as part of the Agreement. Copies of the Apprenticeship Agreement will be sent to and retained by the Committee, the Apprentice and the Registration Agency.

Section VIII

PROBATIONARY PERIOD

All Apprentices are subject to a probationary period of 90 days for which will receive full credit toward completion of Apprenticeship. During the probationary period, the Apprenticeship Agreement may be terminated by either the Sponsor/Employer or Apprentice, without the formality of a hearing or stated cause. After the probationary period, the Apprentice may be cancelled for reasonable cause with notification made to the Registration Agency.

Section IX

APPRENTICE WAGE SCHEDULE

A progressively increasing schedule of wages shall be paid to the Apprentice, consistent with the skill acquired. The entry wage shall not be less than the minimum wage required by applicable Federal law and State law.

For specific occupations see Appendix A.

Section X

SUPERVISION OF APPRENTICES

The Committee shall assure that all training, both on-the-job and in related instruction shall be under the direct supervision of trained, qualified instructors or journeyworkers at all times. The Committee may appoint a Supervisor of Apprentices to verify that the above requirements are met.

Section XI

APPRENTICE RATIO

The numeric ratio of Apprentices to Journeyworker shall be

(See Apppendix A)

The ratio shall be consistent with proper supervision, training, safety, and continuity of employment.

Section XII

SAFETY AND HEALTH TRAINING

The Sponsor/Employer shall ensure that the Apprentices receive instruction in accident prevention and safe working habits, both on-the-job and in related instruction. The Sponsor/Employer shall ensure that training be carried out in compliance with OSHA Standards promulgated by the Secretary of Labor under Public Law 91-596 dated 12/29/70 or state standards found to be as effective.

Section XIII

RELATED INSTRUCTION

The Apprentice shall attend related instruction classes a recommended 144 hours per year. Time spent in related instruction classes shall not be considered as hours of work and it is not mandatory for the employer to pay wages for attending related instruction unless it is conducted during regular hours of work. Correspondence courses and other forms of self-study may be substituted for class-room instruction as approved by the Registration Agency. A summary outline of related training and location of the training will be provided to the Registration Agency prior to registration of Standards. (copy attached as Appendix B)

Section XIV

PERIODIC REVIEW - RECORD KEEPING

The Committee shall examine the records of each Apprentice before each period of advancement or at such other time as may be determined, giving consideration to such items as progress in on-the-job training and related instruction, and any other items which are indicative of the Apprentice's development. The Apprentice may be required to appear before the Committee to report on their progress as deemed necessary by the Committee.

The Committee shall be responsible for the recording and maintenance of all records concerning the individual Apprentices training in both on-the-job and related instruction.

The Committee shall advise the Registration Agency of all terminations, cancellations, suspensions, and completions.

Records of applications, examinations, selections, and all records concerning the training of the Apprentice shall be retained for a period of not less than five years.

Section XV

RESPONSIBILITIES OF THE APPRENTICE

The Committee or its designated representative shall impress upon each indentured Apprentice that, in signing the Apprenticeship Agreement, they have voluntarily agreed to abide by the provisions of these Apprenticeship Standards, and assume the responsibilities and obligations imposed upon them, and they further agree:

1. To diligently and faithfully perform the work of the trade and the duties assigned by the Employer, in accordance with these standards.

2. To respect the property of the Employer as well as that of others, and to abide by the working rules and regulations of the Employer and Committee.

3. To regularly study and satisfactorily complete the required hours of instruction in subjects related to the trade.

4. To maintain such records of work experience, and related instruction subjects, as may be required by the Committee.

5. To develop safe work habits, and conduct themselves in such a manner as to insure their own safety, as well as that of their fellow workers.

6. To conduct themselves at all times in a creditable, ethical, and moral manner, realizing that much time, money, and effort will be spent in affording them an opportunity to become a competent journeyworker.

7. In the event the apprentice is unable to fulfill the apprenticeship agreement with the employer, the apprentice must take every effort to see that all applicable information is transferred to new employment to continue apprenticeship.

Section XVI

AUTHORITY TO RECEIVE COMPLAINTS

The Employer and the Apprentice shall have the right to appeal to the Apprenticeship Committee in the event of disputes or controversies arising over any provision of the Apprenticeship Program that cannot be satisfactorily settled by them. The Committee shall hear all parties and make such adjustment as it may consider necessary.

The name and address of the appropriate authority under the program to receive, process and make disposition of complaints is:

James Licklider
School-to-Work Coordinator
Lee College
P.O. Box 818
Baytown, Texas 77522

Section XVII

WORK PROCESSES

An outline of the Work Processes in which the Apprentice will receive supervised work experience and training on-the-job and the allocation of the approximate time to be spent in each major process is set forth below.

During the term of Apprenticeship, the Apprentice shall receive such instruction and experience in all branches of the occupation necessary to develop a practical and versatile worker. Major processes in which Apprentices will be training (although not necessarily in the order listed) and approximate hours (not necessarily continuous) to be spent in each are as follows:

(See Appendix C)

The above schedule is recognized as sufficiently flexible to be changed if accumulated experience indicates that changes will be to the advantage of the Sponsor/Employer and the Apprentice.

Section XVIII

CERTIFICATE OF COMPLETION OF APPRENTICESHIP

Upon satisfactory completion of the requirements of apprenticeship established herein, the Apprenticeship Committee shall certify the names of completed Apprentices to the Registration Agency and recommend that Certificates of Completion of Apprenticeship be issued.

Section XIX

MODIFICATION OF STANDARDS

These apprenticeship Standards may be modified at any time by action of the Apprenticeship Committee. The Registration Agency will be notified of such modifications with a request for approval. Such modification shall not later or affect Apprenticeship Agreements in force at the time of these changes without the written consent of both parties to the agreement.

Section XX

CANCELLATION/DEREGISTRATION OF APPRENTICESHIP STANDARDS

Deregistration of a program may be effected upon the voluntary action of the Sponsor/Employer by a request for cancellation of the registration, or upon reasonable cause of the Registration Agency instituting formal deregistration proceedings in accordance with the provisions of Title 29 CFR 29 (29.7) or 29 CFR 30, Equal Employment Opportunity in Apprenticeship.

Section XXI

TRANSFER OF TRAINING OBLIGATION

In the event the Employer is unable to fulfill their obligation under the Apprenticeship Agreement, the Committee will make every effort to transfer the Apprentice to another Employer signatory to this program. Such transfers are subject to the consent of the Apprentice, the Apprenticeship Committee or the Program Sponsor/Employer.

Section XXII

SAVINGS CLAUSE

If and when any part of these standards become illegal, as pertains to Federal and/or State law, that part and that part alone shall become inoperative and null and void. The remainder of the Standards shall remain in full force and effect

Section XXIII

CONSULTANTS

The Bureau of Apprenticeship and Training, U. S. Department of Labor, may be requested to designate a representative to serve as consultant to the Committee to provide any technical assistance deemed necessary. The Committee may request any other agency or organization to designate a representative to serve as a consultant. Consultants will be asked to participate in conference on special problems related to apprenticeship training or interpretation of these standards.

Consultants shall have no vote.

APPRENTICESHIP COMMITTEE APPROVAL

These Apprenticeship Standards have been adopted this 27th day of June, 19 95.

Committee Members Signatures:	Company:
Linda A Lantry (Chairman)	Exxon Chemical Company
Vicki Haberman (Secretary)	Goose Creek Con. I.S.D.

(Other Committee Members Signatures As May Be Required)

	James Lickliter
Ken Emery	Cary R. Stockdill
Charles E Shaffer	

The above named Committee Members are duly appointed to represent the Sponsor with respect to the maintenance and operation of these Apprentice Standards.

APPROVED AND REGISTERED AS PART OF THE NATIONAL APPRENTICESHIP PROGRAM IN ACCORDANCE WITH THE BASIC STANDARDS OF APPRENTICESHIP ESTABLISHED BY THE SECRETARY OF LABOR. (TITLE 29 OF THE CODE OF FEDERAL REGULATIONS, PART 29)

Sally S. Hall
Regional Director, Region IV
Bureau of Apprenticeship & Training

Date

APPENDIX A

EMPLOYER INFORMATION SHEET

Police Officer I (Community Service Officer)
Occupation

1375263014
D.O.T

_____
AIMS Symbol

4,000 hours
Term

MINIMUM QUALIFICATIONS

Age: 17

Education: 2nd year of a four year law enforcement program. Students must have completed the first year of the program as an 11th grader in high school and continue for two years at Lee College.

Other: _____

APPRENTICESHIP RATIO (ON-THE-JOB)

1 journeyworker to 1 apprentice

WAGE SCHEDULE

Apprentices shall be paid based upon the following percentages of the Journeyworker wage rate:

1st	100 hrs.	period	$5.50	6th	_____	period	_____
2nd	500 hrs.	period	$5.75	7th	_____	period	_____
3rd	1000 hrs.	period	$6.00	8th	_____	period	_____
4th	1000 hrs.	period	$6.00*	9th	_____	period	_____
5th	1400 hrs.	period	$6.00*	10th	_____	period	_____

* $6.00 is based on the maximum rate paid at the present time for the position of Community Service Officer. This rate will increase as the base rate increases for city employees.

As of April 26, 1995, the Journeyworker wage rate for this skilled occupation is $ 1,950 per month. Should this wage rate be increased during the term of Apprenticeship, adjustments in Apprentice wages shall be made.

Definition: Police Officer I as defined by School-to-Work Apprenticeship Group shall include peace officers according to Article 2.12 of the Texas Code of Criminal Procedure.

Article 2.12 Texas Code of Criminal Procedure

Texas Criminal Law & Vehicle Handbook 1993 - 1994

Art. 2.12. Who are peace officers.

The following are peace officers:

(1) sheriffs and their deputies;
(2) constables and deputy constables;
(3) marshals or police officers of an incorporated city, town, or village;
(4) rangers and officers commissioned by the Public Safety Commission and the Director of the Department of Public Safety;
(5) investigators of the district attorneys', criminal district attorneys', and county attorneys' offices;
(6) law enforcement agents of the Alcoholic Beverage Commission;
(7) each member of an arson investigating unit commissioned by a city, a county, or the state;
(8) officers commissioned under Section 21.483, Education Code, or Subchapter E, Chapter 51, Education Code;
(9) officers commissioned by the General Services Commission;
(10) law enforcement officers commissioned by the Parks and Wildlife Commission;
(11) airport police officers commissioned by a city
(12) airport security personnel commissioned as peace officers by the governing body of any political subdivision of this state, other than a city described by Subdivision (11), that operates an airport that serves commercial air carriers;
(13) municipal park and recreational patrolmen and security officers;
(14) security officers commissioned as peace officers by the State Treasurer;
(15) officers commissioned by a water control and improvement district under Section 51.132, Water Code;
(16) officers commissioned by a board of trustees under Chapter 341, Acts of the 57th Legislature, Regular Session, 1961 (Article 1187f, Texas Civil Statutes);
(17) investigators commissioned by the Texas State Board of Medical Examiners;
(18) officers commissioned by the board of managers of the Dallas County Hospital District, the Tarrant County Hospital District, or the Bexar County Hospital District under Section 281.057, Health and Safety Code;
(19) county park rangers commissioned under Subchapter E, Chapter 351, Local Government Code;
(20) investigators employed by the Texas Racing Commission;
(21) officers commissioned by the State Board of Pharmacy;
(22) officers commissioned by the governing body of a metropolitan rapid transit authority under Section 13, Chapter 141, Acts of the 63rd Legislature, Regular Session, 1973 (Article 1118x, Texas Civil Statutes), or by a regional transportation authority under Section 10, Chapter 683, Acts of the 66th Legislature, Regular Session, 1979 (Article 1118y, Texas Civil Statutes);
(23) officers commissioned by the Texas High-Speed Rail Authority; *(Added by L. 1989, chap. 1104(4), eff. 6/16/89.) (Subsections (8) through (23) renumbered by L. 1991, chap. 446(1), eff. 6/11/91.)*
(24) investigators commissioned by the attorney general under Section 402.009, Government Code;
(25) security officers and investigators commissioned as peace officers under Chapter 466, Government Code; and
(26) an officer employed by the Texas Department of Health under Section 431.2471, Health and Safety Code *(Added by L. 1993, chap. 339(2), eff. 9/1/93. See other subsecs. (26) below.)*
(26) officers appointed by an appellate court under Subchapter F, Chapter 53, Government Code. *(Added by L. 1993, chap. 695(2), eff. 9/1/93. See other subsecs. (26) above and below.)*
(26) officers commissioned by the state fire marshall under Chapter 417, Government Code. *(Added by L. 1993, chap. 912(25), eff. 9/1/93. See other subsecs. (26) above.)*

(Chgd. by L. 1989, chaps. 277(4), 794(1), 1104(4); L. 1991, chaps. 16(4.02), 228(1), 287(24), 386(70, 75), 446(1), 544(1), 545(2), 597(57), 853(2); L. 1991, 1st C. S., chaps. 6(6), 14(3.01); L. 1993, chaps. 107(4.07), 116(1), 339(2), 695(2), 912(25), eff. 8/30/93, 8/30/93, 9/1/93, 9/1/93, 9/1/93, respectively.)

EMPLOYER ACCEPTANCE AGREEMENT

The following hereby agrees to comply with the provisions of Apprenticeship Standards formulated by the School-to-Work Apprenticeship Group with the following exception: The Employer reserves the right to terminate its participation in the program, or to terminate its sponsorship of an individual apprentice, at any time and for any reason. With this exception, the Employer hereby otherwise agrees to carry out the intent and purpose of the said Standards and to abide by the rules and decisions of the Apprenticeship Committee established under theses Standards. Upon student's completion of high school, employer agrees to continue the apprenticeship training and the related instruction. We have furnished a true copy of these Apprenticeship Standards and have read and understand them and do hereby request authorization to train Apprentices in the occupations identified under the provisions of these Standards, with all attendant rights and benefits thereof, until cancelled voluntarily or revokes for good cause by the Sponsor of Registration Agency.

Employer presently has 114 journeyworkers and proposes to train 2 apprentices.

City of Baytown Baytown Police Department
(Name of Employer)

3200 North Main
(Address of Employer)

Baytown, TX 77521
(City, State, Zip Code)

713-420-6642
(Area Code and Telephone Number)

Charles E. Shaffer - Chief of Police
(Name and Title of Representative)

Charles E. Shaffer
(Signature of Representative)

NOTE: EACH PARTICIPATING EMPLOYER SHALL COMPLETE THIS FORM AND FILE WITH THE PROGRAM SPONSOR PRIOR TO REGISTRATION OF THEIR APPRENTICES. AN ADDITIONAL COPY WILL BE FORWARDED TO THE REGISTRATION AGENCY FOR THEIR RECORDS.

APPENDIX B

Law Enforcement Training I (Introduction to Law Enforcement)
Grade 11, 2 - credits, 144 hours

Requirement: Provide Own Transportation

An introductory course with job specific concepts for eventual employment in law enforcement careers. This course includes knowledge of the legal system, crime scene, procedures, search and patrol procedures, arrest and seizure procedures, communication skills, computer usage, entrepreneurship, safety, leadership, and career opportunity investigation. Students will study criminology subject matter through a combination of classroom training and on-site experience.

Law Enforcement Training II (Crime in America and Fundamentals of Criminal Law)
Grade 12, 3 - credits, 192 hours

Prerequisite: Law Enforcement I
Requirement: Provide Own Transportation

An advanced study of law enforcement which includes units of study in crime, types of crimes, criminology, and the criminal justice system. This course includes on-the-job training through an apprenticeship agreement. This class has an articulation agreement with a local community college where the student may receive college credit for this class after meeting the requirements listed in the agreement.

Careers in Law Enforcement
Suggested High School Plan

9th	*10th*	*11th*	*12th*
Math	Algebra I or Geometry	Geometry or Algebra II	
English I	English II	English III	English IV
Science	Chemistry		Physics or Principles of Tech
American History	World History		Gov/Economics
PE/Athletics/ Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Introduction to Psychology and Advanced Social Problems in Psychology or Law	*Intro to Law Enforcement (equivalent to CRIJ 1301)	*Law Enforcement Apprenticeship (3 hour block) (equivalent to CRIJ 1307)
		*Microcomputer Applications (equivalent to DATP 1306)	
Required for Recommended Graduation Plan			
	Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography
Suggested Electives			
	Business Office Services Advanced Social Problems in Psychology Advanced Social Problems in Law		

Associate of Applied Science in Law Enforcement
Lee College

Students who followed suggested high school plan may receive 6 hours credit for courses astericked (*).

			Credit Hours	Classroom Hours
First Semester				
ENGL	1301	English Composition I	3	48
PSYC	2301	Introduction to Psychology	3	48
*CRIJ	1301	Introduction to Criminal Justice	3	48
*CRIJ	1307	Crime in America	3	48
COSC	1306	Introduction to Computer Based Systems	3	48
(or *DATP	1306	Introduction to Microcomputers)	15	240
Second Semester				
ENGL	2311	Technical Writing	3	48
PSYC	2318	Juvenile Delinquency	3	48
CRIJ	1306	The Courts and Criminal Procedure	3	48
CRIJ	1310	Fundamentals of Criminal Law	3	48
SOCI	1301	Introduction to Sociology	3	48
		Humanities/Fine Arts	3	48
			18	288
Third Semester				
EMMT	1300	Emergency Care Attendant	3	64
SPCH	1315	Principles of Public Speaking	3	48
CRIJ	2328	Police Systems and Practices	3	48
SOCI	1306	Social Problems	3	48
		Elective	3	48
			15	256
Fourth Semester				
ESCI	1413	Environmental Science	4	96
CRIJ	2314	Criminal Investigation	3	48
CRIJ	2323	Legal Aspects of Law Enforcement	3	48
		Elective	3	48
		Elective outside of one's major	3	48
			16	288
Total Semester Credit Hours			64	
Advanced Certification				
SPAN	1411	Beginning Spanish	4	96
SPAN	1412	Intermediate Spanish	4	96
MGMT	1309	Personal and Occupational Development	3	48

BAYTOWN POLICE ACADEMY
TOPICS OF BASIC LICENSING CURRICULUM

Fitness and Wellness

History of Policing

Professionalism and Ethics

U. S. and Texas Constitutions and Bill of Rights

Criminal Justice System

Code of Criminal Procedure

Arrest - Search - Seizure

Penal Code

Traffic

Traffic - Intoxicated Driver

Traffic - Accident Investigation

Traffic Direction

Civil Process and Liability

Texas Alcoholic Beverage Code

Drugs

Drugs - Investigation

Juvenile Issues - Texas Family Code

Stress Management for Peace Officers

Field Notetaking

Interpersonal Communications and Report Writing

Use of Force Law

Use of Force Concepts

Strategies of Defense - Mechanics of Arrest

Strategies of Defense - Firearms

Emergency Medical Assistance

Emergency Communications

Problem Solving and Critical Thinking

Professional Police Driving

Multiculturalism and Human Relations

Professional Policing Approaches

Patrol - Preparation

Patrol - Hazards of Patrol

Patrol - Concepts and Techniques

Patrol - Public Service

Patrol - Crime Prevention

Victims of Crime

Family Violence and Related Assaultive Offenses

Recognizing and Interacting with Persons with Mental Illness and Mental Retardation

Crowd Management

Hazardous Materials Awareness

Criminal Investigation - Introduction

Criminal Investigation - General

Criminal Investigation - Protection of and Crime Scene Search

Criminal Investigation - Victim's Rights

Criminal Investigation - Interviewing Techniques

Criminal Investigation - Booking Procedures

Criminal Investigation - Courtroom Demeanor and Testimony

Criminal Investigation - Case Management

ADDITIONAL COURSES

Crime Scene Inv. (Intermediate Core Course)

Use of Force (Intermediate Core Course)

Child Abuse Prevention and Investigation (Intermediate Core Course)

Arrest, Search, Seizure, (Intermediate Core Course)

Basic Crime Prevention

TOTAL ACADEMY HOURS **800**

APPENDIX C

Police Officer I
Trade

JOB DESCRIPTION

Identification

Position Title: Community Services Officer

Department: Police

Immediate Supervisor:

Job Summary

Take complaints over the telephone. Generates offense reports, answers the telephone, answers inquiries from the general public, and serves in a support capacity to the Baytown Police Department.

Process

Principal Duties and Responsibilities:

1. MEETS walk in complainants at the station and GENERATES offense reports as needed. (750 Hours)

2. GENERATES telephone reports on phone harassment, minor criminal mischief, hub cap thefts, insurance only reports. Expanded to include all minor reports that have no suspect or follow-up. (1000 Hours)

3. GENERATES supplemental reports to standing offense report if no evidence is collected. (500 Hours)

4. ANSWERS questions from citizens and dispatchers. (500 Hours)

5. GENERATES incident reports regarding offense at the station within his view, with the exception of those involving allegations against police employees and those requiring off site scene investigation. (100 Hours)

6. GENERATES reports concerning teletype communications, such as stolen autos and located persons. (500 Hours)

7. ENTERS information into the computer. (350 Hours)

8. PROVIDES assistance in community affairs activities. (100 Hours)

9. OPERATES a hand-held radio. (100 Hours)

10. PERFORMS all other related duties as assigned. (100 Hours)

Total = 4,000 Hours

Skills, knowledge and abilities required to perform these duties and responsibilities:

Assertive
Assist citizens with information
Assist officers with information
Common sense
Computer skills
Computer software skills - report and narrative writing skills
Defuse upset people
Emotionally stable
Filing skills
Handle confidential information
Handle customer complaints
Handle many tasks, prioritized and orderly
Handle upset or distressed people long enough to obtain information
Interpersonal skills
Leadership skills
Learn communication jargon
Operate CAD
Properly handle property
Record information properly
Remain calm during emotional or busy situation
Self-confidence
Stress management skills
Telephone skills
Teletype, telecopier, radio, 9-1-1, and computer equipment
Typing skills - 30 wpm

Appendix II

School-to-Work Apprenticeship
Workshop Agenda

Workshop Goal: **To provide participants with an overview of elements of successful school-to-work transition systems, especially those incorporating youth apprenticeship.**

8:00 - 8:15 am — *Greeting and Introductions:*
Distribute Participant's Agenda, Half-Day Workshop

8:15 - 8:30 am — *Warm-Up Activity:*
Share with others at your table what your career is now and what people, events, or circumstances had the greatest influence on you.

8:30 - 8:45 am — **Videotape Segment I - School-to-Work Transition: An Introduction (12 min.)**

8:45 - 9:15 am — *Discussion:*
Review central statistics that illustrate the need to focus attention on school-to-work transition (Attachments 1,2,3, and 4).

Discussion:
The video discussed problems on our society that have spurred the development and passage of the School-to-Work Opportunities Act of 1994. Which of those problems can be seen in our community? (Have participants write their answers before discussing). List answers from group on a flip chart or overhead projector.

9:15 - 9:25 am — **Videotape Segment II - An Overview of the Model (8 min)**

9:25 - 9:40 am — *Discussion:*
The video introduced six strategies for creating effective school-to-work systems. What are six strategies? Which of these activities are already occurring in our community and at what grade levels? Record on flip chart or overhead projector.

9:40 - 10:00 am — **Videotape Segment III - The Curriculum: Application and Integration (14 min)**

10:00 - 10:15 am *Activity:*
Current statistics show that 80% of high school students have part-time jobs. Each table will write, on a piece of flip chart paper, one assignment that could be made in an academic class relative to students' part-time work (e.g., ask students to make a list of how mathematics is used in their workplace). Suggest how the activity could be modified for the minority of students who do not hold part-time jobs. Tape assignments to wall. Have a "gallery walk" around the room to see all the assignments.

10:15 - 10:30 am Break

10:30 - 10:50 am Videotape Segment V - Work Based Learning and Business & Community Partnership (17 min)

Alert participants to the question (below) that will be discussed after viewing Segment V.

10:50 - 11:00 am *Discussion:*
What are some things that business, industry, and labor can do to improve school-to-work transition for all students? List answers from group on a flip chart or overhead projector.

11:00 - 11:30 am Guest Speaker Presentation
Youth Apprenticeship

11:20 - 11:45 am Distribute handout "How Coop and Apprenticeship Differ"
Small group discussions:
Group #1 - How apprenticeships would benefit employers.
Group #2 - How apprenticeship would benefit students.
Group #3 - Key people, key activities in our community.

11:45 - 12:00 Sharing by each group

12:00 - 12!5 *Evaluation and Wrap-up:*
Distribute evaluation form.

The Comparison of Apprenticeship and Cooperative Education

Apprenticeship

1. Training strategy that combines supervised, on-the-job training with related classroom instruction. Education is used as a supplemental training tool.
2. There are approximately 800 recognized apprenticeable occupations.
3. The content of training, both on the job as well as classroom instruction, is dictated by the needs of industry.
4. The length of training is determined by the needs of the specific occupation within an industry. Some apprenticeships last as long as five years and require up to 240 classroom hours of instruction.
5. Apprenticeship programs are governed by federal and state laws. Requirements for the basis of operation are clearly outlined in governmental regulations.
6. Federal law regulates minimum requirements for such things as length of training, type and amount of classroom instruction, supervision, ratio of apprentices to journeypersons, recruitment, and wages.
7. Apprenticeships are bound by legal contracts that lead to a certificate of completion and official journeyperson status. Apprenticeships need to be registered with the Department of Labor, Bureau of Apprenticeship and Training.

Cooperative Education

1. Training strategy that combines classroom instruction with related supervised, on-the-job training. Employment is used as a supplemental training tool.
2. Any occupation can be used for co-op as long as it falls within the student's field of study.
3. The content of training, both in the classroom as well as on the job is focused on the needs of industry.
4. The length of on-the-job training can last through the student's entire college career. Frequently, permanent, full-time employment results upon graduation.
5. The governing board of the educational institution and the employer establish guidelines and operating procedures.
6. The employer establishes the length of work-related training, wages, and number of students to accept. The employer, student, and program coordinator establish specific work-related goals through a training agreement. Type and amount of classroom instruction is determined by the course requirements in the student's chosen career field.
7. Cooperative education is bound by a training station agreement between the student, employer, and educational institution, and can lead to a certificate, associate's degree, or a bachelor's degree.

Participants' Workshop Evaluation Form

Today's Date: _____
Name/Title (Optional): _____
Organization: _____

Please circle a number from 5 to 1 to indicate your level of agreement with the statements below.

1. Workshop goals were clearly communicated.

Strongly Agree 5 4 3 2 1 Strongly Disagree

Comments: _____

2. This workshop provided me with a good overview of successful school-to-work systems.

Strongly Agree 5 4 3 2 1 Strongly Disagree

Comments: _____

3. This workshop helped me envision what a school-to-work system could look like in our community.

Strongly Agree 5 4 3 2 1 Strongly Disagree

Comments: _____

4. What were the strengths of the workshop?

_____

5. What should be changed for next time?

_____

6. About which aspects of school-to-work transition would you like to know more?

_____

"American college dropout rates are higher than those in the worst urban high schools....

Students come to college with too little skill in math and communications. Neither system (secondary or postsecondary) routinely stimulates, engages, or challenges students."

Kati Haycock, American Association of Higher Education (1994)

Of American high school graduates:

- 50% enroll in 4-year institutions
- Only half complete a 4-year degree

Thus the "typical" high school curriculum is designed to meet the needs of one-fourth of the students.

Source: Brustein and Mahler (1994)

By the Year 2000:

- 65% of all jobs will require more than a high school diploma
- 20% of all jobs will require a four-year degree or higher
- 15% of all jobs will be unskilled

Source: Brustein and Mahler from U.S. Department of Labor statistics (1994)

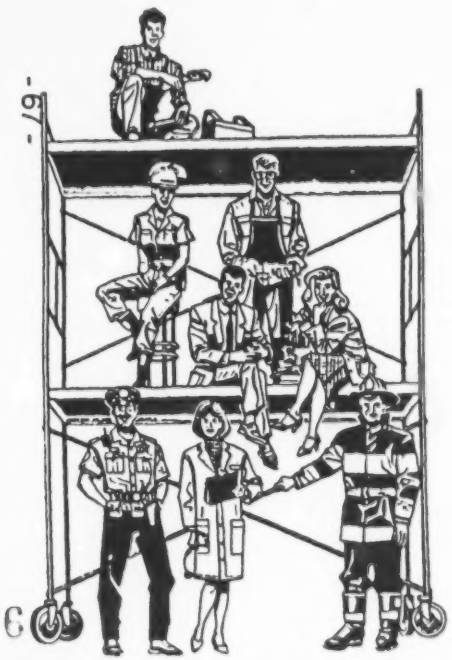
89% of the jobs created in the United States between 1992 and 2000 will require postsecondary levels of literacy and numeracy, but only half of those entering the workforce are likely to have those skills.

Source: U.S. Department of Education (1993)

Appendix III

What can you do after the program?

- Go directly to work in a skilled high wage position
- Continue with college for a certificate of completion, associates degree, bachelors degree, or higher
- Start your own business
- Enjoy the rewards of high tech society



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Youth Apprenticeship Program

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What is the Youth Apprenticeship Program?

- Earning money while learning
- Learning an occupation, trade, business, or profession
- Preparation for employment or continued education
- Innovative program that combines school with job skills training

Why is there a need for a Youth Apprenticeship Program?

- To prepare you for a good, high paying job in today's world of work
- To help you step into a career with a promising future
- To insure the availability of skilled craftsmen so that America's industries can remain competitive in the world market

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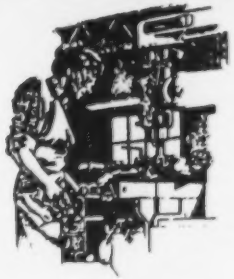

Who is the program for?

- Students who have completed the 10th grade
- Students who want to directly apply their education to an occupation
- Students who want to earn money and learn at the same time
- Students who are motivated to learn high-tech skills
- Students who wish to continue on to college

How does the program work?

- You work in an apprentice position in a local company, being paid while you learn
- Your paid on-the-job experience is central to all learning activities occurring in class and at work
- Your classroom activities are directly related to your on-the-job activities

How can this program benefit you?

- You will have marketable skills in a high wage, high tech occupation
- Your wages will increase as your skills and ability develop
- You will have acquired leadership, decision-making, technical and communication skills
- You will earn two credentials that greatly enhance your career: a college degree and a U.S. Department of Labor Apprenticeship Certificate

How much are apprentices paid?

- Start at 40 to 50 percent of a journey worker
- Graduates increase as skills are developed
- Full journey worker wages upon successful completion of program

For further information, please contact:

James Licklider
Youth Apprenticeship Coordinator
(713) 425-6505

Following is a list of proposed employers and the occupations we have worked with them on in the development of Youth Apprenticeships. The apprenticeships are proposed to begin in the fall of 1995. Some of the apprenticeships may not be able to begin due to circumstances beyond our control. This being a new concept to many of our prospective employers, the wheels of progress turn slowly at times.

Employer Participates and Occupations

Proposed Employer	Occupation	DOT Code
Baytown Police	Police Officer I	375263014
Hi-Port Inc	Assembly Technician	633261010
Goose Creek Schools	School Secretary	201362022
MRI of Baytown	Medical Secretary	201362014
Superior Mortor Company	Secretary Clerical	201362030
Little Red School House	Child Care Dev Specialist	359342540
Anahauac ISD	Teacher Aide I	099327010
Security State Bank	Teller	211362018
Baptist Hospital	Nurse, Licensed Pratical	079374014
Baptist Hospital	Nurse Assistant	355674014
Baptist Hosipatal	Housekeeper, Com, Res, Ind	381684560
Naomi's Fashions	Dressmaker	785361010
Cato's	Dressmaker	785361010
Brookshire Bros Grocery	Manager, Food Services	187167106
HEB Grocery	Manager, Food Services	187167106
Eckerd Drug	Phamacist Assistant	074381010

Liberty County Courthouse	Computer Operator	213362010
Roy's Discount Tires	Automobile Mechanic	620261010

Appendix IV

Child Care and Guidance Management and Services

Competencies

Rating Scale:

School-Based Learning Class Competencies	Work-Based Learning Job Competencies
90-100 80-90	4--Skilled--can work independently with no supervision.
	3--Moderately Skilled--can perform job completely with limited supervision.
70-80 60-70	2--Limited Skill--requires instruction and close supervision.
	1--No Exposure--no experience or knowledge demonstrated in this area by performance.

DIRECTIONS:
Use the rating scale below to evaluate the student. Check the appropriate number to indicate the degree of competency. Ratings reflect the student's JOB READINESS in the class and field site.

Class Competencies

I. Carry out responsibilities related to care and guidance of children.

4	3	2	1	
☐	☐	☐	☐	1. Identify competencies needed to be an effective child care employee.
☐	☐	☐	☐	2. Describe personal qualities which lead to job success in child care/development employment.
☐	☐	☐	☐	3. List rules, guidelines, and purposes for observing children.
☐	☐	☐	☐	4. Observe and record the growth and development of individual children.
☐	☐	☐	☐	5. Identify records in an early childhood center.
☐	☐	☐	☐	6. Maintain records concerning the growth, behavior, and progress of each child.
☐	☐	☐	☐	7. Utilize recognized development norms to assess the accomplishments of individual children, taking into careful consideration their strengths, weaknesses, and learning opportunities.
☐	☐	☐	☐	8. Demonstrate an understanding of child care/development services.
☐	☐	☐	☐	9. List important events in, contributors to, and theories of early childhood education.
☐	☐	☐	☐	10. Define the role of care for children of various ages.
☐	☐	☐	☐	11. Identify local agencies which offer care for children.
☐	☐	☐	☐	12. Compare types and quality of services in various child care operations in the community.
☐	☐	☐	☐	14. Identify the management functions in the operation of the child care center.
☐	☐	☐	☐	17. Prepare for the licensing of the child care center.
☐	☐	☐	☐	18. Outline legal restrictions and responsibilities related to child care.

Job Competencies

4	3	2	1	
☐	☐	☐	☐	4. Observe and record the growth and development of individual children.
☐	☐	☐	☐	13. Accept a share of responsibility in the operation of the child care center.
☐	☐	☐	☐	15. Work cooperatively with the director and staff of the child care center concerning plans, activities, policies, and rules.
☐	☐	☐	☐	16. Follow the procedures and policies of the child care center.
☐	☐	☐	☐	19. Handle special situations in a children's center.
☐	☐	☐	☐	20. Assist in establishing program goals.
☐	☐	☐	☐	21. Assist in a program for infants, toddlers, pre-school or after-school children.

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Class Competencies					Job Competencies				
4	3	2	1		4	3	2	1	
☐	☐	☐	☐	22. Develop a children's/participants' evaluation system.					
☐	☐	☐	☐	23. Promote community-center understanding.	☐	☐	☐	☐	23. Promote community-center understanding.
					☐	☐	☐	☐	24. Assist with child care center communications.
					☐	☐	☐	☐	25. Perform clerical duties.

II. Set up and maintain a safe and healthy learning environment.

4	3	2	1		4	3	2	1	
☐	☐	☐	☐	26. Plan a learning environment appropriate to the basic needs and developmental level of the children.					
☐	☐	☐	☐	27. Organize space and equipment for indoor and outdoor activities.	☐	☐	☐	☐	27. Organize space and equipment for indoor and outdoor activities.
☐	☐	☐	☐	28. Maintain a planned furniture, equipment, and materials arrangement that is understandable to children.	☐	☐	☐	☐	28. Maintain a planned furniture, equipment, and materials arrangement that is understandable to children.
☐	☐	☐	☐	29. Select equipment and prepare homemade materials which will meet the needs of the children who will use them.					
					☐	☐	☐	☐	30. Maintain a safe and healthy physical environment which meets licensing standards for child care programs.
					☐	☐	☐	☐	31. Keep light, ventilation, sanitation, and heat at the best possible levels for health and safety.
					☐	☐	☐	☐	32. Store and distribute materials and supplies.
					☐	☐	☐	☐	33. Provide activities and opportunities for children to acquire and practice good health habits.
☐	☐	☐	☐	34. Summarize important health considerations concerning children's clothing.	☐	☐	☐	☐	35. Supervise rest periods which meet the needs of the children.
☐	☐	☐	☐	36. Identify symptoms of common childhood diseases.	☐	☐	☐	☐	37. Report signs of illness or discomfort in children and follow accepted procedures to care for a child who shows symptoms of illness.
					☐	☐	☐	☐	38. Follow procedures for administering prescribed medications to a sick child.
					☐	☐	☐	☐	39. Perform housekeeping and maintenance tasks.
☐	☐	☐	☐	40. Identify the nutritional needs of the children.	☐	☐	☐	☐	41. Follow criteria for food handling and storage required by local agencies.
☐	☐	☐	☐	42. Prepare and serve nutritious meals and snacks for children when necessary.	☐	☐	☐	☐	42. Prepare and serve nutritious meals and snacks for children when necessary.
☐	☐	☐	☐	43. Display awareness of various ethnic, regional, and economic patterns which affect eating habits.					
					☐	☐	☐	☐	44. Create a meal or snack time environment which contributes to development of good food habits, table manners, and hygiene.
					☐	☐	☐	☐	45. Use appropriate procedures in introducing foods into the child's diet.
☐	☐	☐	☐	46. Identify common feeding problems.					
☐	☐	☐	☐	47. Use eating and food as a means of providing experiences which stimulate learning and contribute to the development of the child.	☐	☐	☐	☐	47. Use eating and food as a means of providing experiences which stimulate learning and contribute to the development of the child.
					☐	☐	☐	☐	48. Help children prepare for meal or snack time.
					☐	☐	☐	☐	49. Keep indoor and outdoor facilities free of hazardous conditions and unsafe equipment and materials.
					☐	☐	☐	☐	50. Take measures to reduce and prevent accidents.

Class Competencies					Job Competencies			
4	3	2	1		4	3	2	1
					☐	☐	☐	☐ 51. Provide careful supervision to ensure the safety of the children.
☐	☐	☐	☐	52. Develop and implement safety rules.	☐	☐	☐	☐ 53. Stop or redirect unsafe activities.
☐	☐	☐	☐	54. Develop good safety habits in daily activities with children.				
☐	☐	☐	☐	55. Prepare for and respond appropriately to any emergency that might arise.	☐	☐	☐	☐ 56. Apply first aid when necessary.
☐	☐	☐	☐	57. Equip a first aid kit.				

III. Advance physical and intellectual competencies.

4	3	2	1		4	3	2	1	
☐	☐	☐	☐	58. Describe normal development patterns and differences among children of various ages.					
☐	☐	☐	☐	59. Describe factors which affect children's development.					
☐	☐	☐	☐	60. Identify the special needs of exceptional children.	☐	☐	☐	☐	61. Use teaching methods and skills appropriate for working with children at varied developmental levels.
☐	☐	☐	☐	62. Identify the child's psychomotor skills and maintain flexible, progressive expectations of the child in performing these skills.					
☐	☐	☐	☐	63. Evaluate the physical needs of the child.	☐	☐	☐	☐	64. Provide for the basic physical needs of the child.
					☐	☐	☐	☐	65. Provide for the special physical needs of handicapped children.
					☐	☐	☐	☐	66. Provide a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children.
					☐	☐	☐	☐	67. Encourage children to explore, experiment, and question.
					☐	☐	☐	☐	68. Provide activities, experiences, and materials which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of each child.
☐	☐	☐	☐	69. Identify interest centers that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.					
					☐	☐	☐	☐	70. Provide activities which enhance children's sensory perceptions.
☐	☐	☐	☐	71. Outline the process of language acquisition, the sequence of language development, and ways to promote language facility.					
☐	☐	☐	☐	72. Provide a variety of stimulating language experiences suitable for the child's age and individual needs.	☐	☐	☐	☐	72. Provide a variety of stimulating language experiences suitable for the child's age and individual needs.
☐	☐	☐	☐	73. Provide a variety of experiences to develop children's verbal and nonverbal communication skills.	☐	☐	☐	☐	73. Provide a variety of experiences to develop children's verbal and nonverbal communication skills.
					☐	☐	☐	☐	74. Provide meaningful listening experiences for children.
☐	☐	☐	☐	75. Use literature with young children.	☐	☐	☐	☐	75. Use literature with young children.
☐	☐	☐	☐	76. Provide pre-number and pre-math activities suitable for the child's developmental level.	☐	☐	☐	☐	76. Provide pre-number and pre-math activities suitable for the child's developmental level.
☐	☐	☐	☐	77. Provide shape and spatial relationship activities suitable for the child's developmental level.	☐	☐	☐	☐	77. Provide shape and spatial relationship activities suitable for the child's developmental level.
					☐	☐	☐	☐	78. Help children understand their environment.
					☐	☐	☐	☐	79. Acquaint children with the persons who keep things functioning in their home, school, and community.

Class Competencies					Job Competencies				
4	3	2	1		4	3	2	1	
☐	☐	☐	☐	80. Provide science and nature activities suitable for the child's developmental level.	☐	☐	☐	☐	80. Provide science and nature activities suitable for the child's developmental level.
☐	☐	☐	☐	81. Guide children in creative art activities suitable for the child's developmental level.	☐	☐	☐	☐	81. Guide children in creative art activities suitable for the child's developmental level.
☐	☐	☐	☐	82. Provide experiences which foster creative dramatic play.	☐	☐	☐	☐	82. Provide experiences which foster creative dramatic play.
☐	☐	☐	☐	83. Provide activities in which children can express themselves through music and dance.	☐	☐	☐	☐	83. Provide activities in which children can express themselves through music and dance.
					☐	☐	☐	☐	84. Support and accept children's creative expressions.
IV. Build positive self-concept and individual strength.									
4	3	2	1		4	3	2	1	
					☐	☐	☐	☐	85. Provide an environment in which the child can develop a positive self-concept.
☐	☐	☐	☐	86. Identify behavior which reflects negative self-concepts.	☐	☐	☐	☐	87. Give direct, positive reinforcement to the child's advancing skills, initiative, and responsibility.
					☐	☐	☐	☐	88. Help the child develop a sense of independence.
					☐	☐	☐	☐	89. Help the child cope with conflicting needs for independence and dependence.
☐	☐	☐	☐	90. Create an environment which enables the child to accept responsibility for own needs, and to care for personal items, toys, and books.	☐	☐	☐	☐	90. Create an environment which enables the child to accept responsibility for own needs, and to care for personal items, toys, and books.
					☐	☐	☐	☐	91. Help children acquire self-help skills, initiative, and a sense of responsibility.
					☐	☐	☐	☐	92. Value individual differences in children and families.
					☐	☐	☐	☐	93. Provide activities and experiences based on each child's individual needs.
					☐	☐	☐	☐	94. Foster acceptance and appreciation of cultural variety in children and adults as an enrichment of personal experience.
					☐	☐	☐	☐	95. Provide experiences which help children develop respect for others.
					☐	☐	☐	☐	97. Encourage each child to develop personal abilities and talents to their maximum potential.
☐	☐	☐	☐	98. Outline the emotional needs and developmental stages of children.	☐	☐	☐	☐	99. Help children learn to express, understand, and control their emotions.
					☐	☐	☐	☐	100. Respond to children's communication of need for emotional support.
					☐	☐	☐	☐	101. Help children learn acceptable behavior patterns when expressing emotions.
V. Promote positive social functioning of children and adults in a group environment.									
4	3	2	1		4	3	2	1	
☐	☐	☐	☐	102. Identify the social needs and development of children.	☐	☐	☐	☐	103. Help young children develop socially.
☐	☐	☐	☐	104. Help young children learn to work and play cooperatively indoors and outdoors.	☐	☐	☐	☐	105. Help children learn to get along with others, and encourage feelings of mutual respect among the children in the group.
☐	☐	☐	☐	106. Respect individual and group rights of children and adults in the group.	☐	☐	☐	☐	106. Respect individual and group rights of children and adults in the group.

Class Competencies

4	3	2	1	
☐	☐	☐	☐	107. Plan the activity program for the children to include opportunities for playing and working together, and for sharing experiences and responsibilities with adults.
☐	☐	☐	☐	108. Use effective ways of guiding children's behavior.
☐	☐	☐	☐	109. Identify problem behaviors and use positive guidance techniques for improving them.
☐	☐	☐	☐	110. Guide children in learning to adapt to the world around them.
☐	☐	☐	☐	111. Establish and implement a system of limits which helps children learn to respect the rights and property of others.
☐	☐	☐	☐	112. Establish simple rules with the group that are understood and accepted by children and adults.
☐	☐	☐	☐	113. Help plan, follow, and evaluate the daily schedule and routines of the child care center.
☐	☐	☐	☐	114. Organize and implement a positive and comfortable routine.
☐	☐	☐	☐	115. Provide flexibility in time schedule, program, and space arrangement.

VI. Coordinate home and center child-rearing practices.

4	3	2	1	
☐	☐	☐	☐	116. Identify the family's role as a prime educator in the child's total development.
☐	☐	☐	☐	118. Maintain confidentiality of information about child and family.
☐	☐	☐	☐	121. Support, encourage, and provide opportunities for parents to get involved in center activities.

Job Competencies

4	3	2	1	
☐	☐	☐	☐	107. Plan the activity program for the children to include opportunities for playing and working together, and for sharing experiences and responsibilities with adults.
☐	☐	☐	☐	108. Use effective ways of guiding children's behavior.
☐	☐	☐	☐	110. Guide children in learning to adapt to the world around them.
☐	☐	☐	☐	111. Establish and implement a system of limits which helps children learn to respect the rights and property of others.
☐	☐	☐	☐	112. Establish simple rules with the group that are understood and accepted by children and adults.
☐	☐	☐	☐	113. Help plan, follow, and evaluate the daily schedule and routines of the child care center.
☐	☐	☐	☐	114. Organize and implement a positive and comfortable routine.
☐	☐	☐	☐	115. Provide flexibility in time schedule, program, and space arrangement.

4	3	2	1	
☐	☐	☐	☐	117. Support the family structure.
☐	☐	☐	☐	118. Maintain confidentiality of information about child and family.
☐	☐	☐	☐	119. Establish relationships with parents that facilitate communications about their children.
☐	☐	☐	☐	120. Provide opportunities to exchange information about the children's progress and special needs with their parents.
☐	☐	☐	☐	121. Support, encourage, and provide opportunities for parents to get involved in center activities.
☐	☐	☐	☐	122. Involve parents in the program in exemplifying the different cultures of the community.
☐	☐	☐	☐	123. Assist parents in identifying and obtaining community services available to them.

ESSENTIAL ELEMENTS FOR ALL VOCATIONAL PROGRAMS

DIRECTIONS: Evaluate the trainee, using the rating scale below. Check the appropriate number to indicate the degree of competency. The rating for each of the tasks should reflect job readiness rather than the grade given in the class.

RATING SCALE:

4 Skilled--can work independently with no supervision
3 Moderately skilled--can perform job completely with limited supervision
2 Limited skill--requires instruction and close supervision
1 No exposure--no experience or knowledge in this area

4	3	2	1	
				Demonstrates characteristics and responsibilities of group members
				Participates in meetings according to rules of parliamentary procedures
				Functions effectively on committees by accepting assigned responsibilities
				Plans and conducts effective group leadership activities
				Participates in society in a democratic way
				Evaluates career options and employment opportunities
				Demonstrates ability to complete job application, interview and follow-up
				Follows written and oral instructions to complete job task
				Demonstrates punctuality and dependability
				Follows rules, standards, and policies of the work place
				Demonstrates the ability to work cooperatively with others
				Demonstrates responsibility in completing job tasks
				Exhibits work habits and attitudes that increase productivity
				Recognizes opportunities and options for business ownership
				Identifies entry level procedures and planning processes needed to open a business
				Utilizes terms associated with small business
				Recognizes the role of small business in the free enterprise system
				Identifies characteristics and responsibilities of leaders

Appendix V

Proposal

for

Senior Advanced Apprenticeship Cooperative Education

Experimental Course

Liberty Independent School District
Career and Applied Technology
2615 Jefferson Drive
Liberty, Texas 77535

Dr. Joe Crane, Superintendent

Mr. Denman Watson, Vocational Director

Ms. Ida Thompson, Instructor

Senior Advanced Apprenticeship Cooperative Education

Table of Contents

Forward 1

Demographics 2

Overview 3

Rationale 4

Course Prerequisites and Descriptions 5

Sample Student Schedule 6

Essential Elements . . . . . 7 - 13

Scope and Sequence . . . . . 14 - 16

Assessment/Instructional Program 17

Reference Materials 18

Advisory Council 19

Teacher Rquirements 20

Vocabulary . . . . . 21 - 22

Forward

Apprenticeship Training consists of systematic instruction and experience in all the practical aspects of work in a skilled occupation.

This apprenticeship program has been developed to assist in meeting the future needs of companies participating in this program for trained, qualified journeyworkers in the trades identified herein.

The standards and conditions set forth in this document are designed as a guide to both the employer and the apprentice as an explanation of the operation of the apprenticeship program.

The purpose of this program shall be to:

1) provide a planned, approved training that will prepare apprentices for profitable employment as skilled workers in their chosen industry.

2) assure the participating employers that a sufficient pool of proficient journeyworkers exists for continued growth and expansion.

3) provide the sponsor and his/her committee with the services of the Bureau of Apprenticeship and Training, US Department of Labor in any matter concerning the operation of the program.

Demographics

Vital Statistics of Liberty High School

Courses:	Several Apprenticeship Courses articulated with Lee College, Baytown
Credit Awarded:	3
Grade:	12th Grade or appropriate age
Course site for 1995-96:	Liberty High School

Overview

The apprenticeship youth of Liberty High School will be learning by practical daily experience, under skilled workers, a trade, art, or a calling. Resource individual and researchers have discovered that this program will enhance youth in two phases in the proper school setting. We stress academic excellence on the job and in the classroom. We, as educators of Liberty High School, are looking to the future career technology progress for future post secondary training apprentice.

All apprentice employees will be expected to gain certain behavioral and academic standards. Special training in the classroom will provide for youth who are not sure about future educational avenues. Consequently, Liberty Independent School District will provide apprentices with work stations as a wholesome environment to obtain outstanding academic and technical skills for the future life skills.

Rationale

The purpose of Advanced Apprenticeship Cooperative Education is to provide specific, individualized training in targeted occupational areas identified by the Gulf Coast Quality Workforce Planning Committee. Students will apprentice under the supervision and direction of the training cooperating company or industry and the Senior Advanced Apprenticeship Cooperative Education Coordinator. The third party in this cooperative will be the Department of Labor, Bureau of Apprenticeship Training.

The key idea will be to increase the number of skilled workers exiting the secondary setting to move directly into the job force and/or to facilitate the transition into post-secondary training. These transitions will occur through the cooperative efforts of industry, labor, and education.

Course Prerequisites and Descriptions

Students will be required at least a senior standard or appropriate age upon enrollment. Each student must complete an application and be approved though an interview process.

Each student apprentice will attend school two full days per week and apprentice three full consecutive days. They will be enrolled in English IV, Government/Economics, a computer course, and Senior Progressive Apprenticeship Cooperative Education. The youth apprentice may leave campus early to put in more time in the apprenticeship.

Liberty High School Apprenticeship Cooperative Education

Sample Student Schedule

Period	Fall Semester	Spring Semester
1	English IV	English IV
2	Government	Economics
3	Economics	Government
4	Computer Sci.	Computer Sci.
5	LHSACE	LHSACE
6	LHSACE	LHSACE
7	LHSACE	LHSACE

75.83 Housekeeping Maintenance

(1) Concepts and skills related to managing institutional maintenance business responsibilities. The student shall be provided opportunities to:

(A) demonstrate how to function effectively in routine procedures and practices related to specific businesses;

(B) demonstrate techniques for maintaining good co-worker relationship; and

(C) apply effective communication skills.

(2) Concepts and skills related to institutional maintenance and housekeeping. The student shall be provided opportunities to:

(A) apply required methods and sequences when performing tasks;

(B) discuss disinfection techniques and appropriate use;

(C) apply recommended procedures entering and exiting assigned cleaning area; and

(D) apply appropriate procedures while operating equipment and using tool and cleaning products.

75.83 Apparel and Fashion Design

(a) Apparel and fashion design shall include the following essential elements:

(1) Concepts and skills affecting individual and family apparel decisions. The student shall be provided opportunities to:

(A) identify fashion trends and how they are determined;

(B) explain the impact of technology on apparel needs, material and practices; and

(C) relate design elements to apparel design.

(2) Concepts and skills of apparel management. The student shall be provided opportunities to:

(A) apply principles of effective wardrobe planning;

(B) identify labeling requirements for fabric and apparel;

(C) compare clothing, care products and equipment; and

(D) explain how lifestyle changes affect apparel choices and management

(3) Concepts and skills for apparel construction. The student shall be provided opportunities to:

(A) apply basic pattern alteration techniques;

(B) demonstrate construction, pressing, and repair techniques; and

(C) apply principles for altering ready-made garments.

(4) Concepts and skills related to garment alteration and repair. The student shall be provided opportunities to:

(A) describe considerations for fitting garments;

(B) demonstrate garment adjustments following alteration markings; and

(C) demonstrate appropriate garment repair techniques.

75.83 Food Production, Management, and Services

(a) Food production, management, and services shall include the following essential elements:

(1) Concepts and skills related to managing food service responsibilities. The student shall be provided opportunities to:

(A) apply goals, policies, and procedures;

(B) demonstrate techniques for maintaining good client relationship; and

(C) demonstrate interpersonal qualities which lead to job success in food service careers.

(2) Concepts and skills related to equipment, safety, and sanitation. The student shall be provided opportunities to:

(A) apply federal, state, and local sanitation codes for food service establishments;

(B) apply safety and sanitation techniques in food handling,preparation, service, storage, and cleaning;

(C) inventory food supplies, utensils, and equipment;

(D) demonstrate appropriate maintenance of food service equipment and tools.

(3) Concepts and skills related to achieving quality standards when preparing a variety of dishes and products. The student shall be provided opportunities to demonstrate procedures for preparing beverages, appetizers and garnishes, salads, main entrees, fruit and vegetable dishes, desserts and bread.

(4) Concepts and skills for coordinating various phases of meal planning, preparation, and service to ensure customer satisfaction. The student shall be provided opportunities to:

(A) demonstrate ways to assist other employees during emergencies or rush period;

(B) utilize work schedule so tasks are completed at prescribed times;

(C) demonstrate holding and storing techniques for prepared food;

(D) apply techniques for welcoming guests and overseeing customer satisfaction; and

(E) demonstrate techniques for serving customers.

(5) Concepts and skills for performance of various catering tasks. The student shall be provided opportunities to:

(A) outline procedures to follow in packing catering utensils and equipment for transport; and

(B) describe the relationship between catering and in-house food preparation.

75.70 Business Education

(a) Keyboarding

(1) Speed and accuracy in keyboarding. The student shall be provided opportunities to:

(A) read and type response patterns;

(B) control the pace of typing for accuracy;

(C) push for higher speed goals; and

(D) sustain speed on longer writings.

(b) Business Computer Application

(2) Concepts and skills related to computer applications. The student shall be provided opportunities to:

(A) demonstrate comprehension of computer-related vocabulary;

(B) describe the functions of the components of a computer system: and

(C) explore the concepts of telecommunication techniques and networking.

(3) Concepts and skills related to work processing. The student shall be provided opportunities to:

(A) demonstrate work processing concepts; and

(B) apply higher level capabilities of word processing tools and software.

(c) Career Exploration

(A) Career planning. The student shall be provided opportunities to:

(1) understand the necessity for gaining employability skills;

(2) determine the amount of education or training needed to achieve career goals; and

(3) obtain pertinent information about schools and programs.

Scope and Sequence

First Semester

First Six Weeks

A.	Orientation Dependability and punctuality Productivity Quality of work Dignity in work Ethics	1 week
B.	Role of apprenticeship work Basic vocabulary	1 week
C.	Impact on consumers Economic resources	1 week
D.	Risk and profit Supply and demand	1 week
E.	Business policies Organizational policies Safety	1 week
F.	Review and extension (Test) Self and others Self-control Criticism Human relationship	1 week

Second Six Weeks

A.	Occupational functions Identifying distribution chemicals	1 week
B.	Forms and records Communication skills Business communication	1 week
C.	Cashiering, cash registers, computers	1 week

D.	Taxes, sales slips, credit cards	1 week
E.	Review and extension (Test) Leaders and coworkers Parliamentary procedures specific occupation	1 week

Third Six Weeks

A.	Purchase orders, invoices	1 week
B.	Incoming stock Security	1 week
C.	Inventory systems Stockroom	1 week
D.	Health and appearance Effective salespeople	1 week
E.	Listening skills Nonverbal communication	1 week
F.	Review	1 week
G.	Mid-term exam	

Second Semester

Fourth Six Weeks

A.	Role of entrepreneur Free enterprise system Role of small businesses	1 week
B.	Standard of living Business ownership	1 week
C.	Profit and loss	1 week
D.	Laws, policies, regulations	1 week
E.	Management role and functions	1 week

	Management and personal goals Management and stress Lines of authority	
F.	Review and extension (Test)	1 week

Fifth Six Weeks

A.	Promotion	1 week
B.	Merchandising Selecting distribution channels	1 week
C.	Effective supervision Planning organizing Methods and sequences Time management Supervision	1 week
D.	Payroll Interest	1 week
E.	Computer literacy	1 week
F.	Review and extensions (Test)	1 week

Sixth Six Weeks

A.	Application review	1 week
B.	Employment opportunities Securing employment	2 weeks
C.	Personal checking accounts Personal loans Financial institutions	1 week
D.	Effective citizenship	1 week
E.	Review	1 week
F.	Final exam	

Reinforcing Basic Skills

To be successful, students must have strong basic skills in reading, writing and math to make tasks easier.

Extending Students' Level of Thinking

One way of helping students to achieve their goals is to extend their thinking beyond rote memory to all levels and by giving them many opportunities to do so.

Cognitive, Affective and Psychomotor Domains

Basically, these three domains can be thought of as how we think (cognitive), how we feel (affective), and how we physically perform (psychomotor). However, the affective domain, and to some degree the psychomotor domain, are also appropriate in our instructional programs.

Reference Materials

PROPOSED RESOURCES:

TEXTS: From School to Work J. J. Littrell, Goodheart-Wilcox Company, Inc.
Succeeding in the World of Work McGraw Hill/Glencoe

VIDEOS: Appropriate videos
Job Application Skills
Leadership Skills
Specific Job Skills

Advisory Council

Majority membership will consist of representatives of the local Employment commission, Liberty ISD and the US Department of Labor.

Teacher Requirements

* Vocational Cooperative Certificate
* 2 years verifiable work experience
* Ability to establish training partnership with business and industry

Apprenticeship Standards
Section I - Vocabulary

1. Apprentice - a person who has signed an agreement to learn the craft or trade under the provisions of Liberty High School standards.

2. Supervisor of apprentices - the individual designated by the committee to see that apprentices are given every opportunity to learn the different trade processes by requiring them to work in all classifications of the trades as shown in these standards

3. Apprentice agreement - the apprentice agreement between the apprentice, the committee and the registration agency as described in these standards.

4. Apprenticeship Committee - a committee composed of representatives selected by the parties to this agreement.

5. Standards - this entire document, including these definitions.

6. Registration Agency - the Bureau of Apprenticeship and Training, US Department of Labor.

7. Journeyworker - a skilled person, thoroughly versed in the theory and practice of the trade.

8. Employer - a company signatory to these standards.

9. Sponsor - one who assumes responsibility for youth in the apprentice program.

10. Duty - a major segment of work comprising related tasks.

11. Job - a group of tasks performed by a job incumbent.

12. Occupational survey - the procedure for collecting data to identify the duties and tasks that comprise one or more jobs, job types or information concerning such duties.

13. Task - a unit of work activity or operation that constitutes a logical and necessary step in the performance of a duty.

14. Dictionary of Occupational Titles Code (DOT) - a nine-digit number used to identify a specific job within a given domain.

15. Group Instruction - instruction orienting all students to the world of work.

16. Social Security Number - individual government identification number required for employment.

17. Networking - interconnection of roles, tasks, ideas and feedback for performance objectives.

Proposal

for

Senior Advanced Apprenticeship Cooperative Education

Experimental

Goose Creek Consolidated Independent School District
Lee High School
Baytown, TX 77520

Mr. Ross Anderson

Senior Advanced Apprenticeship Cooperative Education

Table of Contents

General Operations I and II . . . . . 1 - 3

Blending I 4

Blending II 5

Laboratory and Quality Control 6

Distribution 7

Maintenance 8

ASSEMBLY TECHNICIAN OCCUPATION

General Operations I and II*[1]

Physical Requirements:

competent:
- Ability to physically lift 60 lb. at 6 times per minute
- Ability to case 12 bottles per minute
- Ability to work in an open environment. Heat, cold are part of job
- Ability to remain on feet for 10 hours plus a day
- Ability to have average and above manual dexterity (especially hand to eye coordination)

Cognitive Skills Required:

competent:
- Ability to communicate clearly in English (ability to read and write in English)
- Consistent attendance, flexible schedule (8, 10, or 12 hours shift and some weekends)
- High school diplomas or equivalent
- Identify correct components per Build of Material
- Ability to perform mathematical calculations (i.e. convert gallons to pounds)
- Understand coding process used in daily production
- React quickly within safety regulations

competent plus:
- At least 2 years technical school or college
- At least 2 years packaging or other manufacturing experience
- Computer literate (spreadsheets, word processing, data entry)
- Ability to train other team members to specific operating procedures

superior:
- Ability to meet or exceed quality, safety, and environmental standards
- Ability to create Build of Materials
- Ability to input production reports, inventory adjustments,

[1]Competencies beginning with this character are for General Operations II only.

and other data into the ASK system
Assist team leader in various projects, analysis and administrative duties
Understand Six-Sigma process and take action on collected data

Tasks Required:

competent:

Perform cycle counts
Stack cases on pallet per stacking pattern, inspect pallets for missing boards or protruding nails, monitor case code for legibility
Depalletizing bottles
Identify defects on packaging components and filled stock
Set up and inspect bottles for label flaws, distortion, pin holes, irregular, mashed, or otherwise damaged bottles, debris in bottle
*Perform all quality checks, reporting all damaged components or filled stock
Case finished product monitoring cap placement, tightness, label placement, and wetness of bottle
Practice proper safety and hygiene procedures (i.e. wash hands free of product before break)
Maintain clean and safe work area including proper disposal of trash, flush material, and scrap material
Maintain TPM program
Practice proper lockout/tag out procedures
Label machine - load labels, adjust label placement, use controls on machine to make adjustments, clean label machine daily
Change over of line - adjust delays, eyes, top hold rail, guide rails
Adjust tape machine
Change over tape machine
*Assign labor codes to time cards for entire Ag-Chem team
Check coder for proper code
*Accurately complete all necessary paperwork for daily production
Complete and evaluate SPC chart during daily production
Operate box former
Calculate and monitor fill weights during filling
*Operate Resina Capper

*Operate Pillar heat sealer and detector
*Perform a line flush and report all flush material properly

competent plus:

*Certified Forklift driver
*Program coder for new code, new code placement, new text size
*Maintain box former
*Maintain Elf Filler
*Program Peco Detector
*Maintain Resina Capper
*Maintain Pillar heat sealer and detector
*Complete a Product Movement Report when needed

superior:

*Initiate incident reports
*Evaluate process of line and make suggestions to be more efficient

Blending I

Tasks Required:

competent:

Connecting product storage tanks to packaging lines
Receive bulk raw material and blended material, sample, connect to storage tank to unload, or to packaging line
Assist in bulk transfers and blended product. Sample and retag tanks of blended product
Responsible for loading of bulk product for shipment, sample and complete loading form
Clean tanks when a product change is intended in a tank
Pick up and dispose of trash from trash cans in Tank Farm area
Measure product transferred, sample, and retag blended product. Responsible for discharging barges and transfer
Responsible for loading of bulk blended product for shipment sampling, completing loading forms.
Strap tanks for weekly and end of month inventory, completing tank strap form with measurement of product in tank and temperature.

Blending II

Tasks Required:

competent:

- Continuous improvement of blending processes, including participation in teams, housekeeping and environmental issues
- Understand and implement blend processes and procedures in order to account for raw and flush materials variations. Blend product to spec 100% of time handling these variations
- Demonstrate competency by performing designated tests on blended product and raw materials/additives
- Maintain inventory accuracy through accurate and on time reporting
- Develop blend schedule based on packing schedule.
- Determine raw material/additive requirements based on blend schedule, place release/purchase order for them

Laboratory and Quality Control

Task Required:

competent:

Maintain procedures, training, and equipment to provide statistically reliable test results

Maintain formulation documentation and formulation support for blending operations.

Provide primary support with statistical process control, procedural documentation, and blended material approval

Distribution

Tasks Required:

competent:

Operate forklift in all warehouse job locations
Perform shipping and receiving tasks
Operate palletizer/wrapper work station
Support warehouse office personnel with clerical support
Provide forklift backup support to all warehouse locations including vacation relief
Provide administrative support to warehouse supervisor
Assist warehouse office personnel with clerical support and various clerk activities
Train incoming employees in operating procedures and assist in performance evaluation

Tasks Required:

competent:

Assist welders with repairs, designs and fabrication
Support all maintenance personnel by helping to maintain a clean and safe work area
Rebuild or repair various types of pumps, gear boxes, valves, seals, etc
Install new equipment and new production lines as needed
Order parts as needed and keep stock parts inventoried
Do preventive maintenance work and participate in TPM
Trouble-shoot electrical problems for greater efficiency
Install electrical equipment, run conduit and wire up new production lines and system upgrades
Maintain electrical inventory and requisition parts
Provide assistance and training to production workers on new equipment and systems

Vital Statistics of Area

Course Name: Career Apprenticeship Program for Students

Credits Awarded: 2

Grade: 12th or age appropriate

Course site: Anahuac High School

Overview

Apprentice, is defined an one who is learning by practical experience under skilled workers a trade, art or calling. Therefore, in Anahuac High School our goal is to motivate students to do well academically through the apprenticeship experience. Researchers have found that apprenticeships increase competencies both inside and outside the school setting. Apprentices for the first time see a connection between reading, writing, math, science, and social studies. This connection is recognized because the academics are applied on the job. The apprentice must develop problem solving, teamwork, communication, and "how to" learn skills. Also, employers are continuing to emphasize higher-order thinking skills.

The educational system is systematically focusing on the needs of the college bound while down playing the needs of the middle majority. It has been stated that by the year 2000, only 20% of all jobs will require a college-degree, and the remaining 80% will require post-secondary training. We must begin now to link education and employment to provide the technical training required. This training must begin while in a secondary setting to allow students to achieve the maximum amount of educational training, academically and technically, prior to exiting the secondary school. Thus, youth apprenticeships are potentially appropriate for anyone. Employees require apprentices to meet certain behavioral and academic standards, but every efforts made to involve and provide special support for young people who are at risk of dropping out of school. The best program for "Youth at Risk" is one that also involves youth who are not at risk.

The Career Apprenticeship Program for Students (CAPS) in the Anahuac Independent School District will provide apprentices with workplaces as a learning environment to obtain skills, academically and technically, and to compete in a global workforce.

Rationale

The purpose of the Career Apprenticeship Program for Students at Anahuac High School is to provide specific, individualized training in targeted occupational areas available in our community. Students will apprentice under the direction and joint supervision of the cooperating company/industry and the program coordinator. The third party in this cooperative will be the Department of Labor, Bureau of Apprenticeship Training.

The targeted outcome will be to increase the number of skilled workers exiting the secondary setting to move directly into the job force and/or facilitate the transition into post-secondary training. These transitions will occur through the cooperative efforts of industry, labor and education.

Course Prerequisites and Descriptions

Students must have at least senior standing or age appropriate upon enrollment. The student must meet specific criteria as defined by the counselor. Particular attention will be directed to special populations but not limited to these.

Each youth apprentice will maintain regular attendance and must be enrolled in the Apprentice class. The student will map the appropriate schedule with the assistance of the High School counselor in order to meet all credit requirements.

Leadership Development

It will be advantageous for Career Apprenticeship Program for Students to connect with (FHA) Future Homemakers of America for its leadership activities. Skills, confidence, and responsibility would be reinforced through FHA activities.

Secretarial/Clerical
Trade

JOB DESCRIPTION

Identification

Position Title: Secretary

Departments: General Clerical, *Legal and Medical, **School

Immediate Supervisor:

Job Summary

Skills, Knowledge and Abilities

Recordkeeping Skills
Telephone Skills/Switchboard
Transposition Skills
Legible Writing Skills
Note Taking Skills
Use of Dictaphone Equipment

Organizational Skills
Typing Skills–35 wpm
Sorting/Separating Skills
Use of Calculator
Use of Copy Machine

Maturity–Leadership Skills
Confidentiality
Human Relations Skills

Safety Skills
"Dress for Success" when appropriate
Good Communication Skills

*Familiar With Terminology related to job

*Type various documents related to job

*Familiar With Various Forms

**Accepts and Deposits Funds
**Maintains Calendar of School Events

Note: All of the above skills apply to each department with special emphasis on the starred (*) departments.

Process

Principal Duties and Responsibilities:

1. Makes and receives telephone calls connecting the party with the correct department or person.
2. Writes messages legibly when party is not available to receive calls.
3. Enters data on the computer to be processed.
4. Uses good communication and human relation skills to direct customers, patients, or clients to proper areas.
5. Utilize safety rules while using various machines or performing other office tasks.
6. Takes dictation using dictaphone equipment.
7. Composes or transcribes from rough draft.
8. Types or uses computer to keyboard information on various forms/documents.
9. Keeps accurate books in recordkeeping.
10. Compiles and files various correspondence related to job description.
11. Displays organizational skills to sort and separate documents, as well as, organize various assigned tasks.
12. Uses various office machines ie.; calculator, copier, and duplicator to perform assigned tasks.
13. Sets up meeting room for reception and/or other social activities related to department meeting.
14. Keeps all department-related business confidential, as well as, computer applications related to privacy.

Office Administrative Systems Training I (Secretarial/Clerical)
Grades 10 and 11, 2 - credits

Prerequisite: Keyboarding
Requirement: Provide Own Transportation

An introductory course specializing in office related skills. This course includes leadership concepts and skills, recordkeeping skills, successful employment skills, safety concepts, human relation skills, telephone skills, office administration skills, effective communication skills, concepts and skills necessary for the operation of office equipment, and office related terminology. This course includes on-the-job training through co-op.

Office Administrative Systems Training II
Grade 12, 3 - credits

Prerequisite: Office Administrative Systems I
Microcomputer Applications
Requirement: Provide Own Transportation

An advanced course of study in office administrations utilizing the same skills in OAS I, focusing on school-to-work/apprenticeship. This course includes on-the-job training through an apprenticeship agreement. Also, this class has an articulation agreement with a local community college where the student may receive college credit after meeting the requirements listed in the agreement.

75.87 Office Education

(a) The elements in this subsection are common to office education and shall be included in each course at the appropriate level. They are described here to preclude repetition in each course. Every school offering office education shall provide courses which include the following essential elements:

(1) Leadership concepts and skills. The student shall be provided opportunities to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members;

(B) demonstrate a knowledge of parliamentary procedure principles;

(C) plan and conduct leadership activities; and

(D) prepare for effective citizenship and for participation in our democratic society.

(2) and (3)–Omit

(4) Concepts and skills related to safety and safe working conditions. The student shall be provided opportunities to identify and apply safe working practices to all training situations.

(5) Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to:

(A) understand the importance of maintaining good health and proper appearance for effective job performance;

(B) understand oneself and others;

(C) exercise self-control

(D) accept and use criticism;

(E) recognize basic human relationships as they relate to business success; and

(F) demonstrate characteristics for successful working relationships.

(6)–Omit

(b) Office administrative systems (1, 2, or 3 units) shall include the following essential elements:

(1) Concepts and skills related to office administration. The student shall be provided opportunities to:

(A) identify duties and responsibilities common to most offices;

(B) delineate the work flow of an office or system;

(C) relate office operations to the entire business organization;

(D) establish priorities and develop organizational abilities;

(E) interpret and apply information from resource materials; and

(F) identify and apply concepts and skills related to safety and safe working conditions in the office environment.

(2) Concepts and skills related to successful employment and/or postsecondary training. The student shall be provided opportunities to:

(A) identify employment opportunities and preparation requirements in the chosen field; and

(B) identify effective methods to secure, maintain, and terminate employment.

(3) Concepts and skills necessary for effective communications in the office environment. The student shall be provided opportunities to:

(A) identify proper techniques in business telephone usage;

(B) prepare effective communication using the document production cycle;

(C) identify and use proper oral and written language skills relating to business;

(D) identify current terminology relating to business and technology; and

(E) identify classes of mail, special mailing services, and procedures of handling incoming and outgoing mail.

(4) Concepts and skills related to information management and control. The student shall be provided opportunities to:

(A) identify equipment and supplies necessary for a filing system;

(B) identify correct usage in applying terminology and procedures for indexing, coding, and filing using the alphabetic, numeric, subject, and geographic system;

(C) identify, describe, and/or demonstrate procedures for controlling manual records and computerized information; and

(D) identify a transfer and retention schedule.

(5) Concepts and skills necessary for the operation of office equipment. The student shall be provided opportunities to:

(A) use the touch system to produce accurate, mailable business documents using electronic equipment;

(B) demonstrate the ability to enter and retrieve data using a computer;

(C) use the touch system on the electronic calculator/computer to compute business problems;

(D) identify appropriate reprographic processes for specific tasks; and

(E) demonstrate ability to produce legible copies.

(6) Concepts and skills associated with the social implications of computers. The student shall be provided opportunities to:

(A) examine issues concerning responsible use of computer systems; and

(B) understand the social ramifications of computer applications related to privacy, values, and reliability of systems.

(c) Business information processing (1, 2, or 3 units) shall include the following essential elements:

(1) Concepts and skills related to effective communication and production of business documents. The student shall be provided opportunities to:

(A) demonstrate proficiency in business English, spelling, and proofreading;

(B) identify and apply correct format for business correspondence and documents;

(C) demonstrate basic information processing concepts and processes to employ the appropriate steps in document production;

(D) demonstrate proficiency in transcription;

(E) identify and use computer-based tools for document production;

(F) demonstrate basic knowledge and usage of business machines; and

(G) identify proper techniques in business telephone usage.

(2) Concepts and skills related to business records management. The student shall be provided opportunities to:

(A) identify procedures for controlling manual records by applying terminology and procedures for indexing, coding, and filing alphabetically;

(B) identify and apply procedures for automated management of business records, at least including use of database management software for storage, retrieval, manipulation, selection, and reporting of records;

(C) identify business applications of electronic spreadsheets and understand and/or demonstrate fundamental concepts and operational procedures related to their use.

Appendix VI

Employer's Periodic Rating

Student_____ Date_____

Employer_____ Rated by_____

Directions: *Please circle only one of the numbers in each line of blanks (1 through 10) opposite each of the factors in the left-hand column which you think most nearly indicates the student's rating for the past six weeks.*

Factors	Unsatisfactory	Below Average	Average	Above Average	Excellent
Progress Has the student advanced in skill and knowledge during the past six weeks?	1 2 Has made practically no progress.	3 4 Has progressed in only a few phases of training.	5 6 Has made average progress in training.	7 8 Has advanced beyond expectations.	9 10 Exceptional progress has made in skill and knowledge.
Initiative Can the student originate and carry through on ideas?	1 2 Has to be told everything to do.	3 4 Seldom goes ahead on his/her own.	5 6 Goes ahead on routine matters.	7 8 Frequently looks for additional work.	9 10 Always finds jobs that need to be done.
Reliability Can the student be depended upon?	1 2 Can seldom be relied upon.	3 4 Frequently fails to come through.	5 6 Can be relied upon in most cases.	7 8 Only occasionally fails to come through.	9 10 Can be relied upon implicitly in all matters.
Work Attitude Does the student have a good attitude toward work?	1 2 Always bored; shows little enthusiasm.	3 4 Rationalizes short-comings andmistakes.	5 6 Normally enthusiastic about work.	7 8 Tries to improve work in most cases.	9 10 Is always alert--finds ways to improve work.
Cooperation Does the student work well with others?	1 2 Always wants own way; is hardheaded.	3 4 Hard for others to work with.	5 6 Usually congenial & easy to work with.	7 8 Works well with asso-ciates.	9 10 Cooperates excellently in all matters.

_____

_____

_____

_____

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School-to-Work Apprenticeship
Training Job Rating Sheet

Student _____ Date _____

Employer _____ Phone _____

Employer's Evaluation of Student's On-the-Job Work

Note: Your constructive criticism enables us to provide better counseling and instructional training for the student. Please circle your response on the following traits as:

	(0) Poor	*(1) Fair*				*(2) Good*	*(3) Excellent*		
Personal Appearance	0	1	2	3		Stability	0	1	2	3
Suitability of dress	0	1	2	3		Tact	0	1	2	3
Personal hygiene	0	1	2	3		Ambition	0	1	2	3
Behavior	0	1	2	3		Dependability	0	1	2	3
Speech	0	1	2	3		Pleasantness	0	1	2	3
Grammar	0	1	2	3		Accuracy	0	1	2	3
Interest in work	0	1	2	3		Alertness	0	1	2	3
Cooperation	0	1	2	3		Job knowledge	0	1	2	3
Initiative (keeping busy)	0	1	2	3		Courtesy	0	1	2	3
Adaptability	0	1	2	3						
Ability in and ability to:										
Follow directions	0	1	2	3		Meet people	0	1	2	3
Take criticism	0	1	2	3		Conserve supplies	0	1	2	3
Understand instructions	0	1	2	3		Care for equipment	0	1	2	3
Attend to details	0	1	2	3		Good housekeeping	0	1	2	3
Keep on the job	0	1	2	3		Use sources of				
Report to work on time	0	1	2	3		information	0	1	2	3

Times absent from work _____ Times late to work _____

_____ Date

Signature of Training Supervisor

General rating of student: **(0) Poor** **(1) Fair** **(2) Good** **(3) Excellent**

Please make comments, and list on the back any points that you feel should be emphasized in related instruction for this student.

Employee's Progress Report

Six Weeks' Period 1 2 3 4 5 6

STUDENT'S NAME

_____

TRAINING STATION

_____

	Out-standing	Above Avg.	Aver-age	Below Avg.	Unsatis-factory
Attendance					
Tactfulness					
Initiative					
Dependability					
Ability to organize					
Ability to follow instructions					
Ability to follow through on assignments					

Comments or problem areas:

_____

_____

_____

Has this report been discussed with the student? YES NO

_____ _____

Supervisor's Signature *Date*

Employer's Evaluation of School-to-Work Apprenticeship

Student's Name_____

Employing Firm_____

Training Period **1 2 3 4 5 6** **Job Title**_____

INSTRUCTIONS: **The immediate supervisor will evaluate the student objectively, comparing him or her with other students of comparable academic level with other personnel assigned the same or similarly classified jobs, or with individual standards.**

Relations with Others

___ Exceptionally well accepted
___ Works well with others
___ Gets along satisfactorily
___ Has some difficulty in working with others
___ Works very poorly with others

Work Attitudes

___ Outstanding in enthusiasm
___ Very interested and industrious
___ Average in diligence and interest
___ Somewhat indifferent
___ Definitely not interested

Judgment

___ Exceptionally mature
___ Above average in making
___ Usually makes the right decision
___ Often uses poor judgment
___ Consistently uses bad judgment

Dependability

___ Completely dependable
___ Above average in dependability
___ Usually dependable
___ Sometimes neglectful or careless
___ Unreliable

Ability to Learn

___ Learns very quickly
___ Learns readily
___ Average in learning
___ Rather slow to learn
___ Very slow to learn

Quality of Work

___ Excellent
___ Very good
___ Average
___ Below average
___ Very poor

Attendance: ___ Regular ___ Irregular
Punctuality: ___ Regular ___ Irregular

Overall Performance ___ Outstanding ___ Very good ___ Average ___ Marginal ___ Poor

---

Other comments: *(use other side if necessary)*

Signed_____ _____
Supervisor ***Date***

This report has been discussed with student: ___ Yes ___ No

Job Performance Evaluation

School-to-Work Apprenticeship - _____ High School

Training Period: 1 2 3 4 5 6

Student_____ Employer_____ Date_____

As a Apprenticeship Training Station, your business is considered a laboratory (1) for practicing office principles learned in the classroom and (2) for introducing additional job-related activities necessary for competency in the student's career objective. Your student-learner's grade is based on a combination of his/her performance in the classroom and on-the-job. Please return the form by mail or call the teacher-coordinator to pick it up.

Thank you for taking time to train, encourage, and evaluate your business education student-learner. Please circle the appropriate number in each category below to indicate the level of mastery or performance of your student-learner.

Item	Category	Unsatisfactory	Average	Above Average	Excellent
1	Knows job responsibilities	1 2 doesn't know overview	3 4 5 knows overview only	6 7 8 knows most details	9 10 knows all details
2	Industry	1 2 never works hard	3 4 5 sometimes works hard	6 7 8 usually works hard	9 10 always works hard
3	Quality of work done on routine tasks	1 2 never neat &/or accurate	3 4 5 sometimes neat &/or accurate	6 7 8 usually neat & accurate	9 10 always neat & accurate
4	Enthusiasm for job	1 2 dislikes job	3 4 5 indifferent to job	6 7 8 interested in job	9 10 very enthusiastic to job
5	Supervision required on routine tasks	1 2 needs constant supervision	3 4 5 needs some supervision	6 7 8 finishes assignments with little supervision	9 10 finishes assignments & takes initiative
6	Judgment shown on the job	1 2 poor	3 4 5 usually correct but lacks confidence	6 7 8 usually correct and with confidence	9 10 clearly outstanding for level of training
7	Use of human relations skills	1 2 seldom tactful, poised	3 4 5 tries to be tactful	6 7 8 often tactful, poised	9 10 always tactful, poised
8	Appearance and grooming	1 2 never cheerful, neat	3 4 5 sometimes cheerful, neat	6 7 8 usually cheerful, neat	9 10 always cheerful, neat
9	Response to suggestions made by your supervisor	1 2 rejects suggestions	3 4 5 accepts suggestions	6 7 8 welcomes suggestions	9 10 asks for suggestions
10	Results of suggestions	1 2 no improvement	3 4 5 slow improvement w/ supervision	6 7 8 steady improvement w/ supervision	9 10 steady improvement w/o supervision

Employee Evaluation Form

Student_____ Date_____

Employer_____ Rated by_____

Directions: *Please circle only one of the numbers (1-15) in each of the nine categories that best describes the work habits of your business education student trainee for this six weeks.*

Factors	Unsatisfactory	Below Average	Average	Above Average	Excellent
Attendance Faithfulness in coming to work.	1 2 3 Frequently absent or late. Asks off often.	4 5 6 Often late. Lax in reporting for work.	7 8 9 Usually present and on time.	10 11 12 Very prompt and on time. Rarely asks off.	13 14 15 Always prompt and on time. Willing to work overtime.
Ability To get along with others.	1 2 3 Has to be told everything to do.	4 5 6 Seldom get s ahead on his or her own.	7 8 9 Goes ahead on routine matters.	10 11 12 Frequently looks for additional work.	13 14 15 Always finding jobs that need to be done.
Office Skills Clerical skills, client contact, neatness of work.	1 2 3 Can seldom be relied upon.	4 5 6 Frequently fails to come through.	7 8 9 Can be relied upon in most cases.	10 11 12 Only occasionally fails to come through.	13 14 15 Can be relied upon implicitly in all matters.
Appearance Cleanliness, grooming, neatness, and proper dress.	1 2 3 Always bored; shows little enthusiasm.	4 5 6 Rationalizes shortcomings and mistakes.	7 8 9 Normally enthusiastic about work.	10 11 12 Tries to improve work in most cases.	13 14 15 Is always alert--finds ways to improve work.
Cooperation Willingness and ability to work well with others.	1 2 3 Always want own way; is hardheaded.	4 5 6 Hard for others to work with.	7 8 9 Usually congenial & easy to work with.	10 11 12 Works well with associates.	13 14 15 Cooperates excellently in all matters.
Dependability Ability to do required jobs with a minimum of supervision.	1 2 3 Requires prodding. Needs supervision.	4 5 6 Sometimes needs prompting.	7 8 9 Goes ahead on own with routine tasks.	10 11 12 Frequently looks for other tasks.	13 14 15 Always busy. Needs little supervision.

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Performance against SCANS/Skills

Foundation Skills					
Basic Skills	The ability to read, write, perform arithmetic and mathematical operation, listen and speak	3	2	1	0
Thinking Skills	The ability to think creatively, make dicisions, solve problems, visualize, reason and know how to learn	3	2	1	0
Personal Qualities	Displays responsibility, self-esteem, sociability, self-management and integrity and honesty	3	2	1	0
Competencies					
Resources	Effective management of time and money to complete tasks within budget and deadline constraints. Ability to organize co-workers based on personal qualities and work requirements , and to use materials and facilities effectively.	3	2	1	0
Information	Identifying and analyzing relevant information and keeping track of it in an organized method. Includes synthesizing and using a computer to manipulate information to be communicated in the most effective format.	3	2	1	0
Interpersonal	Objectively working with others as an effective member of a team, as a trainer of new co-workers, and being able to assist customers effectively. Includes taking on a leadership role to improve existing procedures - to make some process better.	3	2	1	0
System	Understanding and manipulating a procedure to produce desired results. To measure and correct the procedure for improvement or even design a new alternative method.	3	2	1	0
Technology	Understanding and applying the most appropriate piece of equipment for the job, maintaining that equipment in good condition, and troubleshooting any problems for correctable solutions. 3	3	2	1	0
	Overall evaluation of student's performance against SCANS skills	**3**	2	1	0

Evaluator's comments:

Apprentice's evaluation — My activities

My name (apprentice): _____

Department: _____ Time frame: _____

Year of apprenticeship: first __ second __ third __ fourth __

Tasks: _____

_____

_____

_____

_

too much: __ just right: __ too little: __

What did I like?

_____

_____

_____

_____

What did I not like / so much?

_____

_____

_____

_____

My proposals and wishes / personal remarks:

_____

_____

_____

_____

What I think of this station:

_____

_____

_____

Date: Signature of apprentice: Signature of mentor:

Appendix VII

LAW ENFORCEMENT APPRENTICESHIP AND CRIMINAL JUSTICE STUDIES FOR YOUTH

WHAT IS THE LAW ENFORCEMENT YOUTH APPRENTICESHIP PROGRAM?

- A new way for students to prepare for a career or college
- An opportunity to earn money while you learn
- An innovative program that combines academics with job skill training

HOW DOES THE PROGRAM WORK?

- You work in an apprentice position for the police department, allowing you to gain valuable skills while earning a wage
- Your on-the-job training experience is directly related to your classroom activities and will lead you to a career in Law Enforcement
- At the end of the program you will have achieved:
    1. A high school diploma
    2. An Associates Degree
    3. A Certificate of Completion of Apprenticeship

WHO IS IT FOR?

- Students who have completed the tenth grade may apply for the apprenticeship program
- Students who want to directly apply their education to a career
- Students who want to earn money while learning valuable skills at the same time

HOW CAN YOU BENEFIT FORM THIS PROGRAM?

- You will be gaining valuable skills that will lead to a career in Law Enforcement
- Your wages will increase as your skills develop
- You will have acquired leadership, decision making, communication and technical skills that are necessary in today's high-tech jobs

LAW ENFORCEMENT TECH PREP

- A program designed by Lee College and Goose Creek CISD to prepare you for a career in Law Enforcement
- A program designed to ease the transition from high school, to the community college, to full-time employment or to a four year college or university
- A program that enables you to earn college credit while you are still in school

LAW ENFORCEMENT TRAINING

STUDENT APPLICATION

ALL CAREER AND TECHNOLOGY EDUCATION CLASSES ARE OPEN WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAPPING CONDITION

NAME _____ TELEPHONE NUMBER _____

ADDRESS _____ BIRTHDATE _____

CITY _____ STATE _____ ZIP _____ AGE _____ SOCIAL SECURITY # _____

DRIVER'S LICENSE # _____ PRESENT GRADE _____

What high school do you attend? REL _____ RSS _____

Courses you need or plan to take next year: _____

_____

_____

Courses you need or plan to take your Senior year: _____

_____

_____

What are your plans after high school graduation? _____

_____

_____

Previous work experience (if any): _____

_____

_____

Will you be able to provide your own transportation between the High School Campus, Stuart Career Center, and your training station? _____

Are you willing to take a drug test if an employer requires it? _____

Potential candidates for employment in the field of Law Enforcement may be subject to traffic and legal background checks. Are there any such conditions that need explanation? (Example: Felony or misdemeanor convictions, probation, pending trial, etc.): _____

_____

_____

_____

Please list at least three (3) references of people who know you and are not related to you.

1. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

2. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

3. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

Please state in your own handwriting why you would like to be considered for the criminal justice program._____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTE: Students selected for this program may be subject to random drug screen tests.

As a student applying for the apprenticeship program, I understand that part of my training will take place outside of the classroom and that I will also be training with the Baytown Police Department personnel at their facility. Therefore, I agree to follow Goose Creek Consolidated Independent School District's policy and procedures as well as the department in which I am receiving training.

I certify that the statements contained herein are true, complete, and correct to the best of my knowledge. My signature acknowledges that I understand that false, misleading, or any misstatement by me, regarding the information set forth on this application, shall be cause for the termination of consideration for the Criminal Justice Apprenticeship Program.

SIGNATURE OF APPLICANT:_____ DATE:_____

Apprenticeship Agreement

Bureau of Apprenticeship and Training

U.S. Department of Labor

Employment and Training Administration

Warning: This agreement does not constitute a certification under Title 29, CFR, Part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Bureau of Apprenticeship and Training or the recognized State Apprenticeship Agency shown below. (Item 22)

Privacy Act Statement: The information requested herein is used for apprenticeship program statistical purposes and will only be disclosed in accordance with the provisions of the Privacy Act. (Privacy Act of 1974) (P.L. 93-579).

OMB No. 1205-0223
Expires: 06/30/95

The program sponsor and apprentice agree to the terms of Apprenticeship Standards incorporated as part of this Agreement. The sponsor will not discriminate in the selection and training of the apprentice in accordance with the Equal Opportunity Standards in Title 29 CFR Part 30.3, and Executive Order 11246. This agreement may be terminated by either of the parties, citing cause(s), with notification to the registration agency, in compliance with Title 29, CFR, Part 29.6.

Part A: To be completed by sponsor

1. Sponsor (Name and address) Program No.

2a. Trade (The work processes listed in the standards are part of this agreement)

2b. DOT symbol	3. Term (Hrs., Mos., Yrs.)	4. Probationary period (Hrs., Mos., Yrs.)

5. Credit for previous experience (Hrs., Mos., Yrs.)	6. Term remaining (Hrs., Mos., Yrs.)	7. Date apprenticeship begins (Indenture date)

8. Related instruction a. Number of hours per year _____ b. Method ☐ Classroom ☐ Shop ☐ Correspondence c. Source ☐ Voc. Ed. ☐ Sponsor ☐ Other d. Apprentice wages for related instruction ☐ Will be paid ☐ Will not be paid

9. **Apprenticeship wages:** The apprentice schedule of pay shall be listed for each advancement period.

	Period 1	2	3	4	5	6	7	8	9	10
b. Term (Hrs., Mos., Yrs.)										
c. Percent										

10a. Signature of committee (If applicable) Date Signed

10b. Signature of committee (If applicable) Date Signed

11. Signature of authorized representative (Employer/Sponsor) Date Signed

12. Name and address of sponsor designee to receive complaints (If applicable)

Part B: To be completed by apprentice

13. Name (Last, first, middle), and address (No., Street, City, County, State, Zip Code) Social Security number

14. Date of birth (Mo, day, Yr)

15. Sex (X one) ☐ Male ☐ Female

16. Apprenticeship school linkage ☐ Yes ☐ No

17. Race/Ethnic Group (X one)
☐ White (Not Hispanic)
☐ Black (Not Hispanic)
☐ Hispanic
☐ Am. Indian or Alaska Native
☐ Asian or Pacific Islander
☐ Information not available
☐ Not elsewhere classified

18. Veteran Status
☐ Vietnam era veteran (8/15/64 to 5/7/75)
☐ Other veteran
☐ Non Veteran
C # _____

19. Highest education level (X one)
☐ 8th grade or less
☐ 9th to 12th grade
☐ GED
☐ High School Graduate

20. Signature of apprentice Date

21. Signature of parent/guardian (If minor) Date

Part C: To be completed by registration agency

22. Registration agency and address

23. Signature (Registration agency) Date registered

EMPLOYER INFORMATION SHEET

Police Officer I (Community Service Officer)
Occupation

1375263014
D.O.T

_____
AIMS Symbol

4,000 hours
Term

MINIMUM QUALIFICATIONS

Age: 17

Education: 2nd year of a four year law enforcement program. Students must have completed the first year of the program as an 11th grader in high school and continue for two years at Lee College.

Other: _____

APPRENTICESHIP RATIO (ON-THE-JOB)

1 journeyworker to 1 apprentice

WAGE SCHEDULE

Apprentices shall be paid based upon the following percentages of the Journeyworker wage rate:

1st	100 hrs.	period	$5.50	6th	_____	period	_____
2nd	500 hrs.	period	$5.75	7th	_____	period	_____
3rd	1000 hrs.	period	$6.00	8th	_____	period	_____
4th	1000 hrs.	period	$6.00*	9th	_____	period	_____
5th	1400 hrs.	period	$6.00*	10th	_____	period	_____

* $6.00 is based on the maximum rate paid at the present time for the position of Community Service Officer. This rate will increase as the base rate increases for city employees.

As of April 26, 1995 , the Journeyworker wage rate for this skilled occupation is $ 1,950 per month. Should this wage rate be increased during the term of Apprenticeship, adjustments in Apprentice wages shall be made.

Definition: Police Officer I as defined by School-to-Work Apprenticeship Group shall include peace officers according to Article 2.12 of the Texas Code of Criminal Procedure.

Article 2.12 Texas Code of Criminal Procedure

Texas Criminal Law & Vehicle Handbook 1993 - 1994

Art. 2.12. Who are peace officers.

The following are peace officers:

(1) sheriffs and their deputies;
(2) constables and deputy constables;
(3) marshals or police officers of an incorporated city, town, or village;
(4) rangers and officers commissioned by the Public Safety Commission and the Director of the Department of Public Safety;
(5) investigators of the district attorneys', criminal district attorneys', and county attorneys' offices;
(6) law enforcement agents of the Alcoholic Beverage Commission;
(7) each member of an arson investigating unit commissioned by a city, a county, or the state;
(8) officers commissioned under Section 21.483, Education Code, or Subchapter E, Chapter 51, Education Code;
(9) officers commissioned by the General Services Commission;
(10) law enforcement officers commissioned by the Parks and Wildlife Commission;
(11) airport police officers commissioned by a city
(12) airport security personnel commissioned as peace officers by the governing body of any political subdivision of this state, other than a city described by Subdivision (11), that operates an airport that serves commercial air carriers;
(13) municipal park and recreational patrolmen and security officers;
(14) security officers commissioned as peace officers by the State Treasurer;
(15) officers commissioned by a water control and improvement district under Section 51.132, Water Code;
(16) officers commissioned by a board of trustees under Chapter 341, Acts of the 57th Legislature, Regular Session, 1961 (Article 1187f, Texas Civil Statutes);
(17) investigators commissioned by the Texas State Board of Medical Examiners;
(18) officers commissioned by the board of managers of the Dallas County Hospital District, the Tarrant County Hospital District, or the Bexar County Hospital District under Section 281.057, Health and Safety Code;
(19) county park rangers commissioned under Subchapter E, Chapter 351, Local Government Code;
(20) investigators employed by the Texas Racing Commission;
(21) officers commissioned by the State Board of Pharmacy;
(22) officers commissioned by the governing body of a metropolitan rapid transit authority under Section 13, Chapter 141, Acts of the 63rd Legislature, Regular Session, 1973 (Article 1118x, Texas Civil Statutes), or by a regional transportation authority under Section 10, Chapter 683, Acts of the 66th Legislature, Regular Session, 1979 (Article 1118y, Texas Civil Statutes);
(23) officers commissioned by the Texas High-Speed Rail Authority; *(Added by L. 1989, chap. 1104(4), eff. 6/16/89.) (Subsections (8) through (23) renumbered by L. 1991, chap. 446(1), eff. 6/11/91.)*
(24) investigators commissioned by the attorney general under Section 402.009, Government Code;
(25) security officers and investigators commissioned as peace officers under Chapter 466, Government Code; and
(26) an officer employed by the Texas Department of Health under Section 431.2471, Health and Safety Code. *(Added by L. 1993, chap. 339(2), eff. 9/1/93. See other subsecs. (26) below.)*
(26) officers appointed by an appellate court under Subchapter F, Chapter 53, Government Code. *(Added by L. 1993, chap. 695(2), eff. 9/1/93. See other subsecs. (26) above and below.)*
(26) officers commissioned by the state fire marshall under Chapter 417, Government Code. *(Added by L. 1993, chap. 912(25), eff. 9/1/93. See other subsecs. (26) above.)*

(Chgd. by L. 1989, chaps. 277(4), 794(1), 1104(4); L. 1991, chaps. 16(4.02), 228(1), 287(24), 386(70, 75), 446(1), 544(1), 545(2), 597(57), 853(2); L. 1991, 1st C. S., chaps. 6(6), 14(3.01); L. 1993, chaps. 107(4.07), 116(1), 339(2), 695(2), 912(25), eff. 8/30/93, 8/30/93, 9/1/93, 9/1/93, 9/1/93, respectively.)

EMPLOYER ACCEPTANCE AGREEMENT

The following hereby agrees to comply with the provisions of Apprenticeship Standards formulated by the School-to-Work Apprenticeship Group with the following exception: The Employer reserves the right to terminate its participation in the program, or to terminate its sponsorship of an individual apprentice, at any time and for any reason. With this exception, the Employer hereby otherwise agrees to carry out the intent and purpose of the said Standards and to abide by the rules and decisions of the Apprenticeship Committee established under theses Standards. Upon student's completion of high school, employer agrees to continue the apprenticeship training and the related instruction. We have furnished a true copy of these Apprenticeship Standards and have read and understand them and do hereby request authorization to train Apprentices in the occupations identified under the provisions of these Standards, with all attendant rights and benefits thereof, until cancelled voluntarily or revokes for good cause by the Sponsor of Registration Agency.

Employer presently has 114 journeyworkers and proposes to train 2 apprentices.

City of Baytown Baytown Police Department
(Name of Employer)

3200 North Main
(Address of Employer)

Baytown, TX 77521
(City, State, Zip Code)

713-420-6642
(Area Code and Telephone Number)

Charles E. Shaffer - Chief of Police
(Name and Title of Representative)

Charles E Shaffer
(Signature of Representative)

NOTE: EACH PARTICIPATING EMPLOYER SHALL COMPLETE THIS FORM AND FILE WITH THE PROGRAM SPONSOR PRIOR TO REGISTRATION OF THEIR APPRENTICES. AN ADDITIONAL COPY WILL BE FORWARDED TO THE REGISTRATION AGENCY FOR THEIR RECORDS.

Law Enforcement Training I (Introduction to Law Enforcement)
Grade 11, 2 - credits, 144 hours

Requirement: Provide Own Transportation

An introductory course with job specific concepts for eventual employment in law enforcement careers. This course includes knowledge of the legal system, crime scene, procedures, search and patrol procedures, arrest and seizure procedures, communication skills, computer usage, entrepreneurship, safety, leadership, and career opportunity investigation. Students will study criminology subject matter through a combination of classroom training and on-site experience.

Law Enforcement Training II (Crime in America and Fundamentals of Criminal Law)
Grade 12, 3 - credits, 192 hours

Prerequisite: Law Enforcement I
Requirement: Provide Own Transportation

An advanced study of law enforcement which includes units of study in crime, types of crimes, criminology, and the criminal justice system. This course includes on-the-job training through an apprenticeship agreement. This class has an articulation agreement with a local community college where the student may receive college credit for this class after meeting the requirements listed in the agreement.

Careers in Law Enforcement
Suggested High School Plan

9th	10th	11th	12th
Math	Algebra I or Geometry	Geometry or Algebra II	
English I	English II	English III	English IV
Science	Chemistry		Physics or Principles of Tech
American History	World History		Gov/Economics
PE/Athletics/ Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Introduction to Psychology and Advanced Social Problems in Psychology or Law	*Intro to Law Enforcement (equivalent to CRIJ 1301)	*Law Enforcement Apprenticeship (3 hour block) (equivalent to CRIJ 1307)
		*Microcomputer Applications (equivalent to DATP 1306)	
Required for Recommended Graduation Plan			
	Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography

Suggested Electives

Business Office Services
Advanced Social Problems in Psychology
Advanced Social Problems in Law

Associate of Applied Science in Law Enforcement
Lee College

Students who followed suggested high school plan may receive 6 hours credit for courses astericked (*).

			Credit Hours	Classroom Hours
First Semester				
ENGL	1301	English Composition I	3	48
PSYC	2301	Introduction to Psychology	3	48
*CRIJ	1301	Introduction to Criminal Justice	3	48
*CRIJ	1307	Crime in America	3	48
COSC	1306	Introduction to Computer Based Systems	3	48
(or *DATP	1306	Introduction to Microcomputers)	15	240
Second Semester				
ENGL	2311	Technical Writing	3	48
PSYC	2318	Juvenile Delinquency	3	48
CRIJ	1306	The Courts and Criminal Procedure	3	48
CRIJ	1310	Fundamentals of Criminal Law	3	48
SOCI	1301	Introduction to Sociology	3	48
		Humanities/Fine Arts	3	48
			18	288
Third Semester				
EMMT	1300	Emergency Care Attendant	3	64
SPCH	1315	Principles of Public Speaking	3	48
CRIJ	2328	Police Systems and Practices	3	48
SOCI	1306	Social Problems	3	48
		Elective	3	48
			15	256
Fourth Semester				
ESCI	1413	Environmental Science	4	96
CRIJ	2314	Criminal Investigation	3	48
CRIJ	2323	Legal Aspects of Law Enforcement	3	48
		Elective	3	48
		Elective outside of one's major	3	48
			16	288
Total Semester Credit Hours			64	
Advanced Certification				
SPAN	1411	Beginning Spanish	4	96
SPAN	1412	Intermediate Spanish	4	96
MGMT	1309	Personal and Occupational Development	3	48

BAYTOWN POLICE ACADEMY
TOPICS OF BASIC LICENSING CURRICULUM

Fitness and Wellness

History of Policing

Professionalism and Ethics

U. S. and Texas Constitutions and Bill of Rights

Criminal Justice System

Code of Criminal Procedure

Arrest - Search - Seizure

Penal Code

Traffic

Traffic - Intoxicated Driver

Traffic - Accident Investigation

Traffic Direction

Civil Process and Liability

Texas Alcoholic Beverage Code

Drugs

Drugs - Investigation

Juvenile Issues - Texas Family Code

Stress Management for Peace Officers

Field Notetaking

Interpersonal Communications and Report Writing

Use of Force Law

Use of Force Concepts

Strategies of Defense - Mechanics of Arrest

Strategies of Defense - Firearms

Emergency Medical Assistance

Emergency Communications

Problem Solving and Critical Thinking

Professional Police Driving

Multiculturalism and Human Relations

Professional Policing Approaches

Patrol - Preparation

Patrol - Hazards of Patrol

Patrol - Concepts and Techniques

Patrol - Public Service

Patrol - Crime Prevention

Victims of Crime

Family Violence and Related Assaultive Offenses

Recognizing and Interacting with Persons with Mental Illness and Mental Retardation

Crowd Management

Hazardous Materials Awareness

Criminal Investigation - Introduction

Criminal Investigation - General

Criminal Investigation - Protection of and Crime Scene Search

Criminal Investigation - Victim's Rights

Criminal Investigation - Interviewing Techniques

Criminal Investigation - Booking Procedures

Criminal Investigation - Courtroom Demeanor and Testimony

Criminal Investigation - Case Management

ADDITIONAL COURSES

Crime Scene Inv. (Intermediate Core Course)

Use of Force (Intermediate Core Course)

Child Abuse Prevention and Investigation (Intermediate Core Course)

Arrest, Search, Seizure, (Intermediate Core Course)

Basic Crime Prevention

TOTAL ACADEMY HOURS 800

Police Officer I
Trade

JOB DESCRIPTION

Identification

Position Title: Community Services Officer

Department: Police

Immediate Supervisor:

Job Summary

Take complaints over the telephone. Generates offense reports, answers the telephone, answers inquiries from the general public, and serves in a support capacity to the Baytown Police Department.

Process

Principal Duties and Responsibilities:

1. MEETS walk in complainants at the station and GENERATES offense reports as needed. (750 Hours)
2. GENERATES telephone reports on phone harassment, minor criminal mischief, hub cap thefts, insurance only reports. Expanded to include all minor reports that have no suspect or follow-up. (1000 Hours)
3. GENERATES supplemental reports to standing offense report if no evidence is collected. (500 Hours)
4. ANSWERS questions from citizens and dispatchers. (500 Hours)
5. GENERATES incident reports regarding offense at the station within his view, with the exception of those involving allegations against police employees and those requiring off site scene investigation. (100 Hours)
6. GENERATES reports concerning teletype communications, such as stolen autos and located persons. (500 Hours)
7. ENTERS information into the computer. (350 Hours)
8. PROVIDES assistance in community affairs activities. (100 Hours)
9. OPERATES a hand-held radio. (100 Hours)
10. PERFORMS all other related duties as assigned. (100 Hours)

Total = 4,000 Hours

Skills, knowledge and abilities required to perform these duties and responsibilities:

Assertive
Assist citizens with information
Assist officers with information
Common sense
Computer skills
Computer software skills - report and narrative writing skills
Defuse upset people
Emotionally stable
Filing skills
Handle confidential information
Handle customer complaints
Handle many tasks, prioritized and orderly
Handle upset or distressed people long enough to obtain information
Interpersonal skills
Leadership skills
Learn communication jargon
Operate CAD
Properly handle property
Record information properly
Remain calm during emotional or busy situation
Self-confidence
Stress management skills
Telephone skills
Teletype, telecopier, radio, 9-1-1, and computer equipment
Typing skills - 30 wpm

Appendix VIII

KNOWLEDGE and SKILLS

- Observation Skills
- Recognizing Abuse
- Written and Oral Communication
- Foreign Language
- Knowledge of Current Crime Trends
- Map Reading
- Lifting Skills
- Counseling
- Planning Skills
- 10 Codes
- Lock Picking
- Ability to Operate Specialized Equipment
- Mechanical Skills
- Evidence Gathering
- Handling Hazardous Materials
- Proficiency with Firearms
- Meditation
- Mathematics
- Self Defense
- Knowledge of the State and Local Laws
- Driving Skills
- Organizational Skills
- Computer Literacy
- Typewriting
- First Aid Skills/CPR
- Tactical Skills
- Survival Skills

TOOLS and EQUIPMENT

- Field Glasses
- Weapon (firearm, pistol, knife ,ammunition)
- Notebook
- Baton
- Handcuffs/Restraints
- Chemical Spray
- Flashlight
- Traffic Cones
- First Aide Kit
- Vehicle
- Raingear
- Video Camera
- 35mm Camera
- Tape Recorder
- Portable Radio
- Siren Gun
- Ticket Book and Pen
- Radar Unit
- Computer
- Flares
- Gas Mask
- Vest
- Air Pack
- Fire Extinguisher
- Uniform
- Tape Measure
- Crime Scene Kit
- Clipboard
- Report Forms
- Dictionary
- Key Map
- Law Enforcement Books
- Template (for accidents)
- Brief Case

PERSONAL CHARACTERISTICS

- Ability to Handle Stress
- Honesty
- Sense of Humor
- Common Sense
- Agility
- Decisiveness
- Detail Oriented
- Flexible
- Good Physical Condition
- Leadership
- Motivation
- Maturity
- Patient
- Pride in Work
- Sympathetic
- Logical
- Self-Motivated
- Independent
- Quality Minded
- Initiative
- Integrity
- Safety Conscious
- Ability to Communicate
- Ability to Defuse Situations
- Adaptability
- Team Oriented
- Willingness to Learn
- Reasoning
- Instructive

TERMINOLOGY AND ACRONYMS

- TCLEOSE-Texas Commission on Law Enforcement Officer Standards and Education
- TCIC-Texas Crime Information Center
- NCIC-National Crime Information Center
- SETIC-South East Texas Crime Information Center
- TLETS-Texas Law Enforcement
- AFIS-Automatic Fingerprint Information System
- JDMS/DJMS-Justice Information Center
- CCP-Criminal Code of Procedure
- PC-Probable Cause or Personal Computer
- BAC-Blood Alcohol Content
- BTR-Breath Test Refusal
- BOLO-Be On Look Out
- FTO-Field Training Officer
- DOA-Dead on Arrival
- DOS-Dead on Scene
- PD-Police Department
- OBS-Organic Brain Syndrome
- PC-Penal Code
- DA-District Attorney
- ME-Medical Examiner
- JP-Justice of the Peace
- DUID-Driving Under the Influence of Drugs
- DWI-Driving While Intoxicated
- TABC-Texas Alcoholic Beverage Commission
- FSRA-Failure to Stop and Render Aid
- FSGI-Failure to Stop and Give Information
- ATF-Alcohol, Tobacco and Firearms
- FBI-Federal Bureau of Investigation
- DPS-Department of Public Safety
- SO-Sheriff's Office
- DMV-Department of Motor Vehicles
- MVI-Motor Vehicle Identification
- HAZ_MAT-Hazardous Materials
- LIDR-License Information Drivers Registration
- TDC-Texas Department of Corrections
- TYC-Texas Youth Council
- CJ-Criminal Justice
- GRITS-Gang Related Incident Tracking System

DACUM Panel of Experts:

- Charles E. Edge -- *Baytown Police Department*
- Hugh P. Bishop – *Liberty Police Department*
- Asa F. Cole – *Mont Belvieu Police Department*
- Roger Bailey – *Deer Park Police Department*
- C. Keith Dougherty -- *Baytown Police Department*
- Mike Edgman -- *La Porte Police Department*

DACUM Facilitator: Carol Hangos, Business Instructor
DACUM Recorder: Randy Busch, Management Instructor

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COMPETENCY PROFILE OF A PEACE OFFICER

Sponsored by

Lee College
Baytown, Texas

March 7 - 8, 1994

Produced by
Lee College
Curriculum Development Center
Telephone (713) 425-6516

COMPETENCY PROFILE OF A PEACE OFFICER

A Peace Officer is one who enforces local and state laws, investigates criminal activity, responds, observes, and acts upon the needs of the community, maintains peace and harmony among citizens, and keeps written records of all aspects of his or her job.

Duties ⟵ **Tasks/Competencies** ⟶

Duties												
A Maintain Equipment	Maintain Uniform A1	Service Weapon(s) A2	Service Vehicles A3	Prepare Work Order/Service Request A4								
B Maintain Training	Maintain and Upgrade TCLEOSE Certifications B1	Obtain In-House Training B2	Obtain In-Service Training B3	Participate in Specialty Training B4	Undertake Continuing Education B5	Document Training B6						
C Attend Roll Call	Stand Inspection C1	Receive Briefing Information C2	Receive Duty Assignment C3	Prepare Equipment C4								
D Patrol Jurisdiction	Familiarize Yourself with Jurisdiction D1	Operate Patrol Unit D2	Operate Support Equipment D3	Maintain Visibility D4	Undertake Self-Initiated Activity D5	Identify Violations D6	Pursue Suspect D7	Perform Extra Patrols D8				
E Answer Calls for Service	Monitor Radio E1	Select Route E2	Prepare Mentally E3	Determine Code Priority E4	Coordinate with Other Officers E5	Evaluate Situation E6	Advise Dispatcher E7	Select Equipment E8	Take Appropriate Action E9	Establish Scene E10	Control Scene E11	Clear Call E12
F Work Traffic	Enforce Traffic Laws F1	Investigate Accidents F2	Direct Traffic F3	Investigate DUI/DWI F4	Investigate Hit and Run F5	Investigate Fatalities F6						
G Perform Criminal Investigation	Interview Parties G1	Take Field Notes G2	Take Photographs/Video G3	Sketch Scene G4	Take Fingerprints G5	Gather Evidence G6	Identify Actor G7	Arrest Suspect G8	Interrogate Suspect G9	File Charges G10	Place in Jail G11	Coordinate with Other Agencies G12
H Write Reports	Determine Required Reports H1	Organize Information H2	Fill Out Forms H3	Communicate Information Chronologically H4	Complete Narrative H5	Review Report H6	Turn in Report H7	Maintain Notes H8				
I Prepare for Court	Read Docket I1	Pull Case File I2	Review Case File I3	Contact Prosecutor I4	Secure Evidence I5	Testify in Court I6						
J Provide Community Relations	Address Citizens' Concerns J1	Assist Citizens J2	Educate Citizens J3	Support Neighborhood Programs J4	Make Presentations J5	Recognize Citizen Involvement J6	Build Media Relations J7					

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KNOWLEDGE AND SKILLS	TOOLS & EQUIPMENT	UNIQUE TERMINOLOGY & ACRONYMS	FUTURE TRENDS/CONCERNS
Tech Math	Forklift	Quality Control	
English	Valve wrench	Documentation Control	
Tech Writing	Computer	Cadillacing	Increased Automation
Tech Chemistry with Basic Lab	Variety of valves	Pigs	Environmental Concerns
Tech Physics	Channel locks	Crows feet	Self-directed Work Force
Human Relations	Pipe wrench	Trip	Education
Verbal skills	Crescent wrench	Blowdown	Increased Cross-Training
Regulatory training	Combination wrench	Washdown	Increased Training in General
DOT	Screw driver	Mud pots	Increased Overseas Industry
OSHA	Condensers	Upstream	Increased Diversity of Work Force
RCRA	Centrifiers	Downstream	Increased Temporary Services
Railroad Commission	Heat exchangers	ISO	Increased Contract Labor
EPI	Instrumentation	MCC	Decrease in Man Power
EPA	Gauges	MCI	
TNRCC	Compressors	OSHA	
General Land Office	Variety of pumps	P & ID	
Coast Guard Regulations	Steam traps	PSV	
Harris County Pollution Control	Furnaces	RV	
Emergency Response with City	Boilers	PPE	
Corporate and Plant Procedures	Flares	PSIG	
Stress management	Cooling towers	PSIA	
Safety	Turbines	TI's	
Operate a vehicle	Filters	PPE	
Computer skills	Pressure safety valves	PPM	
Print reading skills	Refrigeration units	HC	
Problem solving skills	Motors	HA	
First Aid training/CPR	Regulators	PEI	
Familiar with schematics	Radio equipment	MSDS	
Know electrical and flow chart symbols	Distillation columns	CPI	
	Reactors	API	
PERSONAL TRAITS AND ATTITUDES	Breakers	HC	
Drug free	Sumps	HA	
Alcohol free	Sewage tanks	PPC	
Crime free	Vessels	PPA	
Non-smoker	Generators	MOV	
Ability to work in high places	Personnel lifts	MOC	
Human relations	Cyclones	HC	
Ability to work shifts	Separators	HA	
Open minded	Cyclone separators	SPC	
Manage diversity	Vacuum jets	SOC	
Non-claustrophobic	Extruders	PPI	
Physically sound	Filter presses	SOP	
Mentally alert	Filter pots	PO	
Decisive	Strainers	HO	
Mechanical Aptitude	Ladders		
Willing to work overtime	Safety equipment		
Loyal	Meters		
Resourceful	Catalyst feeders		
Hard worker	Piping		
Self-motivated	Gaskets		
Self-starter	Flanges		
Responsible			
Reliable			
Neatness			
Clean shaven			
Truthful			
Charitable			

COMPETENCY PROFILE
OF A
PROCESS
OPERATIONS TECHNICIAN

Sponsored by

Lee College
Baytown, Texas

June 16 - 17, 1994

DACUM Leaders
Coordinator Randy Beach
Management Instructor
Facilitator Suzanne Nordhaus
Computer Technology Instructor
Recorder Marge Ivey
Medical Records Instructor

DACUM Participants
Terry Ainsworth,
Lyondell Petrochemical
John Bell,
Houston Lighting & Power
Bob Brokaw,
Exxon Company USA
J. D. Collins,
Phillips 66 Chemical Co
Marshall B. Higginbotham,
Chevron Chemicals
Rex McBroom,
Arco Chemical Co
Ken Wright,
Miles Inc

Produced by
Lee College
Curriculum Development Center
Telephone (713) 425-6516

COMPETENCY PROFILE OF A PROCESS OPERATIONS TECHNICIAN

A Process Operations Technician is one who operates, troubleshoots, collects data on and oversees maintenance of unit equipment and processes to produce a high quality product in a safe and environmentally responsible manner.

	Duties	Tasks/Competencies									
A	OBTAIN TRAINING	A1 Complete Fundamental Training *	A2 Complete Regulatory Training *	A3 Complete Unit Qualification Training	A4 Complete Documentation Training *	A5 Complete Skill Enhancement Training *	A6 Participate in On the Job Training	A7 Participate in Refresher Training	A8 Participate in Safety Training *		
B	MAKE RELIEF	B1 Exchange Information *	B2 Review Log Book *	B3 Review Daily Orders *							
C	PERFORM SHIFT TASKS	C1 Wear Appropriate PPE *	C2 Observe Safety Procedures *	C3 Maintain Communication with all Essential Personnel *	C4 Remove Safety Hazards *	C5 Check Safety Equipment *	C6 Clean Unit *	C7 Catch Samples	C8 Run Samples	C9 Maintain Sensory Awareness *	C10 Ensure Tools Operational *
		C11 Ensure Proper Cap and Plugs Are Installed *supv.	C12 Transfer Materials	C13 Maintain Unit Inventory	C14 Participate in Meetings *	C15 Perform Unit Test	C16 Review Procedures *	C17 Review P & IDs *			
D	MAKE ROUNDS	D1 Inspect Area *supv.	D2 Monitor Equipment *supv.	D3 Take Readings *supv.	D4 Adjust Process Variables						
E	PERFORM TROUBLESHOOTING TECHNIQUES	E1 Collect Information *	E2 Organize Information *	E3 Analyze Information *	E4 Identify the Problems *	E5 Determine Possible Solutions *	E6 Take Appropriate Action				
F	CONTROL DOCUMENTATION	F1 Record Readings *	F2 Record Adjustments *	F3 Write Work Order for Maintenance	F4 Issue Permits	F5 Record Production Figures *					
G	MAINTAIN EQUIPMENT	G1 Make Necessary Adjustments	G2 Lubricate Equipment *	G3 Perform Minor Preventive Maintenance *							
H	INSPECT EQUIPMENT	H1 Verify Equipment ID *	H2 Verify Correct Assembly *supv.	H3 Look for Defects *supv.	H4 Perform Pressure Tests *supv.						
I	PLACE EQUIPMENT IN SERVICE	I1 Determine Effect on Unit	I2 Purge Equipment if necessary *supv.	I3 Line Up Equipment *supv.	I4 Remove Energy Isolation *supv.	I5 Start Up Equipment *supv.	I6 Monitor for Proper Operation *supv.				
J	REMOVE EQUIPMENT FROM SERVICE	J1 Determine Effect on Unit	J2 Isolate Energy *supv.	J3 Isolate Equipment *supv.	J4 Purge Equipment *supv	J5 Gas Test Equipment *supv	J6 Tag Out/Lock Out As Needed *	J7 Document Gas Test Results *	J8 Make Log Entries *		
K	RESPOND TO EMERGENCIES	K1 Identify Emergency *	K2 Notify All Essential Personnel *	K3 Determine Response *	K4 Take Appropriate Action *						

* Entry level
*supv. Entry level with supervision

General Knowledge and Skills

Proofreading
Keyboarding
Computer skills
Spreadsheet
Data bases
Word processing
Basic accounting
Communication
Interpersonal
Grammar
Telephone etiquette
Multitask-oriented
Attention to detail
Filing
Problem solving
Office procedures
Reading comprehension
Spelling
Safety oriented
Desktop publishing
Terminology

Worker Traits/Behaviors

Positive attitude
Team player
Initiative
Flexible
Self-motivated
Reliable
Dependable
Accurate
Prompt
Assertive
Creative
Responsible
Good personal hygiene
Trustworthy
Tactful
Quality conscious
Cooperative
Weapon-free
Drug-free
Customer-focused
Able to take constructive criticism
Respect for company property
Loyalty
Maintain confidentiality
Personable
Pride
Organized
Empathetic
Courteous
Diversified
Dress professionally
Continuous improvement
Take ownership

Tools, Equipment, Supplies, and Materials

Computer
Printer
Shredder
Copier
Fax
Calculator
Image scanner
Dictating/transcribing machine
Mouse
Glare screens
Foot rest
Supply catalogs
"Tickler" file
Dictionary
Thesaurus
Reference manuals
Tape recorder
Telephone
Phone recorder
Calendar
Font scaler
Software
Typewriter
Rolodex
Articulating keyboard
Ergonomic chair
Copy holder
General office supplies
Binder
Hole-puncher
Electric stapler
Pencil sharpener
Computer disks and holders
Label maker

Future Trends/Concerns

Degree requirements
Experience requirements
Expanding technology
Utilizing new technology
Travel requirements
Recognition
Advancement opportunities
Salary
Control of workload

DACUM Facilitators

Pam Sapp
Paulette Haverland
Joe Moravek
Beverly Doyle, Team Leader

DACUM Panelists

Jean Mangum
Exxon Chemical Company

Judi Craig
Goose Creek CISD

Carla Andres
Exxon Company, U.S.A.

Anna M. López
Exxon Chemical/
Basic Chemicals Technology

Carolyn Lotz
Exxon Chemical Company

Velvet Guilliams
Chevron Chemical Company

Gloria O'Bannon
Haliermann, Limited

Charlene Flynn
Exxon Chemical Company

Mandy Hernandez
Exxon Company, U.S.A.

Patti Weatherby
Exxon Chemical-Butyl Polymers

COMPETENCY PROFILE OF ADMINISTRATIVE ASSISTANT

SPONSORED BY

Lee College

Goose Creek Consolidated Independent School District
BAYTOWN TEXAS

DEVELOPED BY

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY

APRIL 29-30, 1993

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COMPETENCY PROFILE OF ADMINISTRATIVE ASSISTANT

APRIL 1993

Duties	Tasks							
A Provide Employee Assistance	A-1 Address customer/ employee concerns	A-2 Help other employees	A-3 Coordinate employee relocation	A-4 Orient new employees				
B Manage Communications	B-1 Respond to customer/ employee concerns	B-2 Provide telephone coverage	B-3 Receive incoming mail	B-4 Prioritize incoming mail	B-5 Distribute incoming mail	B-6 Send outgoing mail	B-7 Send/ receive fax	
C Prepare Reports/ Correspondence	C-1 Receive/ solicit raw data	C-2 Prioritize daily work load	C-3 Select document format	C-4 Prepare draft document	C-5 Proofread/ edit draft documents	C-6 Request author's approval/ revision	C-7 Receive author's approval/ revision	
D Maintain Calendar	D-1 Develop long-term schedules	D-2 Update short-term schedules	D-3 Confirm scheduled events	D-4 Provide follow-up information				
E Organize Meetings and Events	E-1 Obtain meeting information/ requirements	E-2 Make required arrangements	E-3 Prepare meeting agenda	E-4 Send meeting notification	E-5 Confirm meeting arrangements	E-6 Verify meeting expenses	E-7 Process meeting expenses	
F Process Payroll Data	F-1 Check payroll due dates	F-2 Solicit employee input	F-3 Verify employee input	F-4 Compile payroll data	F-5 Obtain authorized approval	F-6 Copy/file payroll data	F-7 Forward original payroll data	F-8 Update attendance data
G Coordinate Travel Arrangements	G-1 Develop travel schedule	G-2 Obtain travel reservations	G-3 Prepare travel itinerary	G-4 Distribute travel documents	G-5 Process travel expenses			
H Maintain Supplies/ Materials	H-1 Determine supplies needed	H-2 Requisition needed supplies	H-3 Receive/ verify orders and supplies	H-4 Organize received supplies	H-5 Distribute requested supplies	H-6 Process supply expenses		
I Maintain Filing System	I-1 Establish filing system	I-2 Create file index	I-3 Create file folders	I-4 Organize filing data	I-5 File organized data	I-6 Archive inactive files	I-7 Purge obsolete files	
J Continue Professional Development	J-1 Develop career goals	J-2 Participate in professional organizations	J-3 Participate in community activities	J-4 Participate in seminar/ workshops	J-5 Network with others	J-6 Read current publications	J-7 Continue formal education	